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1889-90

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CHAUNCEY-HALL SCHOOL HOUSE,

259, Boylston Street, Boston

(Opposite the Art Museum).

SIXTY-SECOND  
ANNUAL CATALOGUE

OF

Chauncy-Hall School,

No. 259, BOYLSTON STREET (COPLEY SQUARE),

BOSTON, MASS.;

WITH

*Sketches of Part of the School Work and of the  
General Management.*

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ISSUED MAY, 1890, FOR THE SCHOOL YEAR  
1889-1890.

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BOSTON :  
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1890.

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1889-90

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(19,496)

Chambers - Hall School

July 23, 1891

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## CALENDAR.

### SIXTY-THIRD YEAR, 1890-91.

#### 1890.

For May, June, July, and August, 1890, see page 8.

September 15 and 16 (Mon. and Tues.), Examination of candidates for admission, and also of pupils "conditioned" from 1889-90.

New pupils who cannot be present on these days may be examined later or before the close of the summer term.

September 17 (Wed.) . . . . . Upper Departments open.

September 24 (Wed.) . . . . . Primary Department opens.

October 6 (Mon.) . . . . . Kindergarten opens.

October 8 (Wed.) . . . . . Kindergarten Training Class opens.

Dec. 24 to Jan. 3, inclusive . . Christmas Holidays.

#### 1891.

February 4 (Wed.) . . . . . Second half-year begins in Upper Departments.

February 4 (Wed.) . . . . . Second half-year begins in Primary Department.

June 9 (Tues.) . . . . . Primary Department closes, except for the First Class.

June 12 (Friday) . . . . . Kindergarten closes.

June 16 (Tuesday) . . . . . Promotion Day and close of Upper Departments.

For dates for Abstracts and Compositions, see page 28:

#### OTHER HOLIDAYS FOR 1890-91.

Saturdays—All legal holidays—Good Friday—the next day each after the Annual Exhibition, after Fast Day, and after Thanksgiving.

 The right is reserved of granting also such other holidays—not exceeding six in number—as may be deemed advisable.

Usually on holidays, from 9 to 1, the house is open to visitors, to suit the convenience of business men. (See next page.)

## CALENDAR

FOR MAY AND JUNE, 1890.

June 10 (Tuesday) .....	{ Primary Department closes except for the First Class.
June 13 (Friday) .....	Kindergarten closes.
June 13 (Friday) .....	Promotion Day.
June 14 .....	Summer Vacation begins.
June 18 (Wednesday) .....	{ Kindergarten Training Class graduates.
Abstracts due May 12, June 9; Composition, May 19.	

## CALENDAR FOR THE SUMMER VACATION, 1890.

*In the summer vacation*, the house will be open as follows:—

After June 13, until July 26, inclusive,  
Daily from 9 to 1.

After August 24,  
Daily from 9 to 4.

It will also be open at any other time in the summer, if a person wishing to enter a pupil will give three days' notice. For full Calendar of the Sixty-third School Year, see page 7.

## VISITORS.

*In term time*, except on Saturdays, one of the Principals is usually here from 8.30 to 4. Some teacher is at the school on Saturdays, and generally on other holidays, from 9 to 1. The latter arrangement is made especially for visitors who cannot conveniently call on business days. See pages 74, 75.

Visitors are welcome at any hour; but those who, on school days, wish merely to examine the building, are requested to call only at 8.30, 12, or 2.30 to 3.30.

## INTRODUCTION.

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THE very full Index, page 3, is especially designed to make it easy for *parents of children already at Chauncy Hall* to obtain so thorough an acquaintance with the provisions of the school that they may avail themselves of all the advantages offered. See pages 96, 106.

For persons who are not acquainted with the School, a summary of its general principles is given on p. 73, and of some of its special advantages on p. 21. For their convenience are made the following **Extracts from the Index**:—

Preparation for **Business**, p. 42; for **College**, p. 45; for the **Institute of Technology**, p. 48; **Course without Home Study**, p. 32; **Kindergarten Training Class**, p. 53.

**Special Students**, p. 62; **Girls**, p. 55; **Children from 9 to 12**, p. 60; **Primary Department**, p. 126; **Kindergarten**, p. 132. **Health**, p. 64; **Studies (List of)**, p. 28; **Tuition (or Terms)**, p. 24; **House open** certain days in **Vacation**, p. 8.

The number of teachers is so large and the supervision so thorough that the advantages of having different courses in the same institution are preserved, while the dangers are obviated.

The limited number of teachers in most High Schools tends to the neglect of the English studies for the sake of the ancient classics; but this evil is prevented at Chauncy Hall, by having so many classical instructors in proportion to the number of their pupils that the teachers in the English Department are left free to devote themselves to the students who are fitting for the Institute of Technology or for Business, or who are remaining here for general culture without reference to any particular course of life.

## SUPERINTENDENTS.

Boys.—In addition to the supervision given by the Principals to the whole school, the boys of each class have their own superintendent, a teacher of experience and skill, whose especial duty it is to know the needs of every boy in that class and his standing in each of his studies; to inspect carefully all his weekly and examination reports; and to consult and advise frequently with the other teachers of the class, in respect to the work and progress of individuals and of the class as a whole. To promote unity of action, all the superintendents meet together regularly every week.

The same teacher, so far as is practicable, is continued as superintendent of the same boys as they advance to successive classes from year to year, to secure the advantages of continuous intimate acquaintance and counsel.

Girls.—The same careful supervision is given to the girls of all classes as to the boys. See page 57.

Arrangements are made for

## A COURSE WITHOUT HOME STUDY,

for those whose health requires a great deal of out-of-door exercise, and for those who are giving so much time to music that it is not advisable for them to do the full work of the school. See pages 32-33.

## SPECIAL STUDENTS

Are admitted to any classes for which they are qualified, under the conditions stated on pages 62-63. Unusual inducements to such students are offered in

## ANCIENT AND MODERN LANGUAGES.

There is no more charge for instruction in several classes in one language than in one class. To secure ample personal attention for each pupil, the language classes are divided into sections which do not exceed ten members each, and which generally have less.

## A POST-GRADUATE COURSE

Is open to Graduates of High Schools and to others of mature age. Many students have been prepared here for professional schools without going through college. See pages 47, 56, 82.



## SKETCH OF THE SCHOOL'S HISTORY.

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CHAUNCY-HALL SCHOOL derives its name from its original situation in Chauncy Street, then the quiet and retired Chauncy Place, through which carriages could not pass. It was established there by Gideon F. Thayer in 1828, and remained for forty years, when it was removed to Essex Street, to a handsome new building erected purposely for its use. This was destroyed by fire in 1873; and, without the loss of even an hour's session, the school then occupied "John A. Andrew Hall" until the present building was completed for it in 1874. In view of the minute and careful arrangements made in the new quarters for heating, ventilation, and everything pertaining to the health and well-being of pupils, many friends of the school then feared that the thought and expense which these involved would not be appreciated at their true value. Fortunately, however, the contrary has been proved by the steadily large attendance, notwithstanding the numerous excellent schools in the neighborhood, both public and private. There have been more pupils this year than there were in the year before the removal was made. The number of teachers has been greatly increased.

Chauncy Hall has been remarkably fortunate in undergoing but few changes in management. This stability has allowed the deliberate test of different plans and methods, with the final adoption of such only as have proved advantageous. At the same time, by the introduction of young teachers, as opportunity has offered, all danger of over-conservatism has been avoided, and the latest advances in scholarship and in methods of teaching have been brought into combination with that mature judgment which comes from many years of service.

## CORPORATION AND MANAGEMENT.

### THE CORPORATION.

The *school-house* is owned by an association of graduates, known as the

#### *Chauncy-Hall School Corporation.*

Directors, { WILLIAM P. KUHN, *President.*  
 { BENJAMIN W. GILBERT, *Treasurer.*  
 { HERBERT B. CUSHING,  
 { FREDERICK W. G. MAY,  
 { GEORGE A. KEELER.

All communications relating to the Corporation are to be addressed to Mr. B. W. GILBERT, 43 Devonshire St., Boston, Mass.

### THE SCHOOL.

All matters of government and instruction are under the control of a Board of Management consisting of

Principals, { WILLIAM H. LADD,  
 { M. GRANT DANIELL,  
 { MARY H. LADD.

Associate Principals, { OLIVER F. BRYANT,  
 { REST F. CURTIS.

Correspondence relating to government or instruction should be addressed to Mr. M. GRANT DANIELL.

The financial management of the school is under the sole control of Mr. WILLIAM H. LADD, who alone is responsible for any debts which the school may incur.

For full list of Superintendents and Teachers, see pages 17-19.

## EXTRACT FROM THE FIFTIETH ANNUAL REPORT, 1878.

It was from the outset a prominent feature of the school that the manners and politeness of a gentleman should be always insisted on in the daily life and conduct of a school-boy; and an example was afforded in the unfailing courtesy of its founder, Mr. Thayer.

Punctuality, order, neatness, and the other minor virtues were always enforced as necessary qualifications for the student or man of business.

### THOROUGHNESS.

No royal or easy road to learning was ever promised to the students of any of the branches taught in the school, nor was any system or amount of teaching guaranteed to do away with the limitations of nature which have made some quick and others slow to learn. It was always impressed on the scholar that, to learn anything, he must labor in proportion to its value, and by no means confine himself to that which he liked to do—a species of intellectual effeminacy destructive of all mental courage and robustness. Though a private institution, the school was never intended to be a refuge for laziness or imbecility; and if any came to it with that idea, or with the intention of having their own way, they were soon undeceived.

### SUCCESS OF SCHOOL AND SCHOLARS.

Conducted upon the principles briefly indicated above, the school proved a success. Its numbers varied little and were equal to its accommodations. Several great mercantile crises, when, for a short time, ruin seemed to stare every one in the face, did not affect it; on the contrary, education seemed to be more appreciated and scholars remained longer at school. Its pupils were in demand in the best counting-houses, and could be found in important mercantile positions all over the world, and its graduates have entered college annually since 1834. Neither the mercantile apprentice nor the young student has been sent out with barely the qualifications that would enable him to take the first step, but with tastes and accomplishments calculated to smooth and adorn any career. Upwards of four thousand scholars have received the influence and instruction of the school, thus affording a strong argument in favor of the principles on which it is conducted.

## REPORT FOR THE SIXTY-SECOND YEAR, 1889-90.

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A FEW general items are brought together here, to which other parts of the Catalogue offer but slight opportunity for reference. This is done especially for former pupils, the continuance of whose cordial interest in the school, as shown in many ways, is most encouraging.

A prize for mathematics, given by past members, is to be awarded, for the first time, at the next Annual Exhibition.

Two Field Days for athletic sports have been observed this year, one last autumn and the other this spring. An organization known as the Chauncy-Hall Athletic Association has been formed, with officers as stated on page 121. Prizes for running were given by the school on these field days, for which no one could compete without the written sanction of both parents. Other prizes were given by the Association. For the prize lists, see page 135.

Twenty volumes of standard fiction have been added to the reference library, as the gift of Mr. H. E. WOODWARD.

The photographs of scenery, etc., contributed from time to time by friends of the school, have been freely used in illustrating lessons in Geography, History, and Literature.

The Kindergarten Training Class, which opened in 1888, under the charge of Miss LUCY WHEELOCK, has trebled in numbers. See page 53.

Free admission to the Art Museum, on any day when it is open, has been furnished, under proper conditions, to scholars interested in art-studies. Tickets have also been supplied for the exhibitions of the Art Club and of the Paint and Clay Club.

For the last four years a paper, called *The Chauncy-Hall Abstract*, has been edited regularly by some of the scholars, which has made a specialty of school news, and has been original throughout.

Among the lectures to the school this year may be mentioned one each by Mr. THOMAS CUSHING, on Boston School-Boys Sixty Years Ago; by Mrs. H. B. GOODWIN, on Granada and the Alhambra; by Mr. FRANK E. BRADISH, on The Old Corner Bookstore (Boston); by Mr. ARTHUR PERCY CUSHING, on some Mexican Customs; by Mr. C. E. RIDLER, on The Indians of Blue Hill; by Mr. L. EDWIN DUDLEY, on The Indians of Arizona and New Mexico; and by the Rev. HENRY F. BOND, on The Crow Indians. These lectures have been given in the regular Wednesday period set apart for general exercises. See page 75.

In the last Annual Report, mention was made of the remarkable term of service of Miss Susan D. Nickerson—forty-eight years of continuous teaching in the Primary Department—with the best results in the education of the minds and hearts of at least a thousand pupils. Upon her resignation in February, 1889, Miss Nickerson carried with her to her quiet cottage in Duxbury the good wishes of her numerous pupils and friends for a serene and happy rest among kinsfolk

and early companions. But the premonitions of mortal sickness which led to her retirement were rapidly fulfilled. She died June 28, 1889, and was buried in the beautiful rural cemetery of her early home.

Miss Nickerson was a most sincere and excellent woman, actuated in the highest degree by the dictates of a faithful conscience. In the length of her service and the amount of good results, few teachers have been her equals. Her memory will ever be held blessed by her pupils and former associates.

The number of pupils this year has been three hundred and seventeen, of whom one hundred and nineteen are girls and one hundred and ninety-eight are boys. See pages 34-41. More than half of these pupils come from the various districts of Boston, and most of the remainder from about fifty other towns in Massachusetts; but there are also some from Maine, New Hampshire, Vermont, Connecticut, New York, Maryland, North Carolina, Alabama, Mississippi, Louisiana, Tennessee, Kansas, Minnesota, Nebraska, California, the District of Columbia, Canada, Nova Scotia, and the Hawaiian Islands.

MAY, 1890.

# BOARD OF GOVERNMENT AND INSTRUCTION,

MAY, 1890.

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ARRANGED, after the first five names, by length of connection with the School. In such changes of Superintendents as become necessary each year by the graduation of classes, arrangement is made, so far as is practicable, for continuing the same teacher as superintendent of the same pupils, for the reason given on page 10.

WILLIAM H. LADD, Principal,

*Elocution and English Literature.*

M. GRANT DANIELL, Principal, and Superintendent of  
Class I. (College and Institute Sections),

*Latin, Greek, Ancient History, and Vocal Music.*

MISS MARY H. LADD, Principal, and Superintendent of  
Class VI.,

*Latin and French.*

OLIVER F. BRYANT, Associate Principal, and Superintend-  
ent of Special Students,

*Geography, Grammar, Roman History, and Book-keeping.*

REST F. CURTIS, Associate Principal, and Superintendent of  
Class I., Business Section,

*Mathematics and Military Drill.*

MISS MARY E. PEIRCE, Superintendent of Girls of all Classes  
in Grammar and High-School Departments,

*German.*

MRS. ABBY F. HARRIS,

*English Literature, Elocution, and Calisthenics.*

MISS ALICE E. HOLDEN,

*Drawing and Algebra.*

MISS MARY A. J. FROTHINGHAM, Superintendent of  
Class IV.,

*Penmanship, Arithmetic, Geography, and American History.*

MISS LUCY WHEELLOCK, Kindergartner.

MISS JULIA C. CLARKE,

*Composition.*

MRS. MARION ENDICOTT BROWN,

*Latin and Composition.*

MISS EMILY W. COLE,

*French.*

MISS JEANNIE EVANS, Superintendent of Class II.,

*Arithmetic, Mineralogy, Botany, Zoölogy, and Physiology.*

MISS O. FREDERICA DABNEY, Superintendent of Class  
III. B,

*French and Composition.*

MISS ANNA S. FROTHINGHAM, Superintendent of Class VII.,

*Penmanship, English Literature, and Defining.*

MRS. SOPHIE BENDIX,

*German and French.*

MISS LAURA JENKINS, Secretary.

MILFORD S. POWER, Superintendent of Class III. A,

*Chemistry, Physics, Geometry, and Military Drill.*

MISS FLORENCE E. SMITH, Head of Primary Department.

JOHN F. SCULLY,

*English History, Geography, and Language Lessons.*

Major GEORGE H. BENYON,

*Military Drill.*

MISS EDITH E. FORBES,

*Explanations in Mathematics.*

MISS FLORENCE W. SAMPSON,

*Latin and Greek.*

MISS BLANCHE SEABURY, Assistant in Kindergarten.

OLIVER EMERSON BENNETT,

*Elocution and English Literature.*

CHILDREN WHO ARE ESPECIALLY BENEFITED  
BY PRIVATE SCHOOLS.

---

LEAVING entirely out of view those families who prefer private schools to public ones through the whole of school life, there are many cases where a private school,—abundantly supplied with accomplished and faithful teachers,—complements the work of the public schools. The following are some of the cases at Chauncy Hall:—

Healthy, bright children, who wish to make more rapid progress than the arrangements of the public schools allow.

Backward boys or girls who cannot keep up in the public schools, but who are able to do class work here through the great amount of extra instruction for which some teacher is always ready.

Delicate children who cannot study out of school, but who can get a good education by the course described on page 32.

Those who have unusual talent for Music, Painting, or Modern Languages, who either take the course last mentioned or come as special students. See page 62.

Graduates of High Schools who want one or two years more of general culture. See pages 10, 62, 56, 82.

Children who are peculiarly susceptible to changes of heat and cold, and who need to be where windows are never opened in cold weather and the temperature does not vary. See pages 65, 126.

Parents who are not acquainted with Chauncy Hall, and who are considering the expediency of giving their children a broader culture than can be obtained in the schools which they are now attending, are invited to notice on the following three pages a summary of some facts which are worthy of their consideration.

## SPECIAL ADVANTAGES.

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The following summary of some special advantages is made for persons unacquainted with the school, who may not have time to read the whole catalogue.

---

ARRANGEMENTS for ventilation, equable temperature, light, and position, unequalled in any other building of its size. See pages 64–68.

The attention to good manners and business habits ; and the fact that the business education is not confined to Arithmetic and Book-keeping, but gives such broad and general culture as is demanded for a high position in the mercantile community. See pp. 42–44 ; 78–85, 13.

The pains taken to keep parents informed of the time and result of each separate lesson. See pp. 74, 92.

The abundant aid furnished to pupils who need extra assistance. See pages 96, 106, 61.

The correct reading, writing, and speaking of the English language, begun at an early age, continued through the entire course, and supplemented by a critical study of the best authors. See pp. 131, 132, 78–85.

The arrangement of study, particularly that of natural science, for the development of the faculties in natural order, starting from observation. See pages 28-31, 76, 77.

The admission of pupils from the Kindergarten age to the age of preparation for college, so that all the children of a family can attend the same school.

The pleasant relations between teachers and pupils.  
The courtesy shown by old members to new-comers.  
See page 124.

#### IN REGARD TO THE PUBLIC SCHOOLS

it is hoped that no person will suppose that there is intended any disparagement of the admirable work there done. The self-sacrifice, ability, and skill, shown by the great majority of teachers and by a large number of the members of the school boards, should have the profound gratitude of every citizen. But the limitations under which such schools are necessarily conducted are better understood and more keenly felt by the teachers, who are laboring so conscientiously in the service of the State, than by any other persons. The fact that children of teachers and of members of school boards are almost always enrolled among the pupils here is the greatest compliment the school has. In comparison with the public schools, it is believed that Chauncy Hall may fairly present the following points :

#### ITS RETAINING OF THE TWO GREAT ADVANTAGES

of the best public schools, namely—

Thorough discipline.

The mingling of a large number of pupils, which is so valuable in training children for their future duties as citizens and members of society.

## ITS FREEDOM FROM THE DISADVANTAGES

of public schools :

In the size of classes, particularly in languages. See pages 45, 10.

In the few branches taken by each teacher. Pages 9, 17-19, 122.

In having the children grow up under the same set of teachers.

In making its own regulations, so that it can meet the reasonable wants of individual cases without consulting any higher authority. Pages 62, 32, 105, 106.

In keeping a healthy moral sentiment, not only by the exclusion of scholars of bad character, but by privately dismissing any pupil whose influence seems objectionable, without the necessity of public investigation or of proving any particular offence on his part.

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PRIMARY AND KINDERGARTEN.

The attention of parents of young children is called to the arrangements for the Primary Department (page 126) and for the Kindergarten (page 132), and to those for the *Intermediate Class* for children from six to eight years of age (page 131).

## TUITION

### For the School Year 1890-91, for Regular Pupils IN THE UPPER DEPARTMENTS.

Payable Half-yearly, Oct. 1, 1890, and March 1, 1891.

[For tuition in the **Primary, Kindergarten, and Intermediate** Departments, see pages 128, 133; for **Special Students**, see page 26; and for the **Kindergarten Training Class**, see page 54.]

For days in vacation when teachers may be consulted at the school-house in reference to new pupils, see page 8.]

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#### CLASSICAL COURSE, \$200.

Including the ancient and modern languages and English branches, required for admission to Harvard, and the general exercises on page 28. Grammar-School pupils, taking no language but Latin, \$175.

#### ENGLISH COURSE.

High-School Department, Classes I., II., III.(A),	\$175.00
Grammar-School " " III. (B), V., VI., VII.,	\$150.00
One language, . . . . .	\$25.00
Each additional language, . . . . .	\$15.00

*But no tuition for a scholar who takes, without variation, one of the above courses, English or Classical, will exceed \$200.*

For the school year 1890-91, no pupil will be received for less than a year,\* except that if a vacancy occurs after Nov. 12, it can be filled for the remainder of the school year; the bill for such fractional part of the year to be paid within two weeks after entrance.

Stationery of all sorts and the use of all English class-books, except as specified in the next sentence, \$8.00 a year. In the Literature Course are furnished only Scott's poems and "The Talisman" for the Third Class, Irving's Sketch Book for the Second Class, and Shakespeare for the First Class.

Students in Chemistry will be charged for the actual cost of materials consumed, and for damage to any implements intrusted to their care.

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\* If, however, a scholar does not become wonted to the ways of the school by the middle of December, and notice is given before the Christmas holidays, he can be withdrawn at the end of the first half-year; as a discontented scholar may get but little good for himself, and is liable to become a disturbing element in school.

No additional charge is made for the large amount of extra teaching given to candidates for College or the Institute of Technology during their closing half-year.

A fee of two dollars in advance must be paid to the assistant teachers for each *extra* quarterly examination caused by absence for any reason but illness. See page 95.

For reports sent by mail, see page 93.

Damage to furniture will be charged at the actual cost of repairs.

#### DEDUCTIONS.

In case of absence for more than two consecutive months, caused by illness, one half of the number of whole weeks lost will be allowed on the next year's bill.

When two or more pupils from one family attend, in the Upper Departments, *through the entire year*, a deduction of twenty dollars will be made on the second half-yearly bill of each year for each member of said family in the regular High-School Department, and of fifteen dollars for each member in the regular Grammar-School Department. The same deduction will be made for special students whose bills equal those of regular students.

When a pupil in the regular English course remains two entire years\* in a class below the First, at the close of the second year one fourth of that year's tuition for English branches will be deducted, but languages during the last fourth of the year will be charged at rates for special students.

A large deduction is made to teachers and clergymen, and to officers of the army and navy.

A discount of five per cent. on tuition for the English branches is made on a full yearly bill paid before Sept. 17.

For a FREE SCHOLARSHIP, see page 118.

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#### BOARD.

THE cost of board and rooms in Boston and the neighboring cities and towns varies, of course, according to the means and tastes of individuals; but suitable boarding places may be had for six dollars a week and upward. Genuine *homes* in private families of culture and refinement may be had for ten or twelve dollars. Assistance in obtaining suitable board will be given, if early request is made.

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\* But this will apply only where notice of staying two years in a class is given before April 1 of the first year.

TUITION  
FOR THE SCHOOL YEAR 1890-91,  
FOR SPECIAL STUDENTS.

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Payable half-yearly, *invariably in advance*, for such instruction as is given to regular pupils both in and out of class.

On a yearly bill of not less than \$150, five per cent. discount will be made if paid in full before Sept. 17.

YEARLY RATES.

Book-keeping, . . . . .	\$60.
Botany, alternately with Mineralogy, . . . . .	20.
Business Course, Limited, as on page 44, . . . . .	150.
Calisthenics, with Vocal Culture, for girls,* . . . . .	20.
Chemistry, . . . . .	60.
Composition, . . . . .	7.
"    every week, . . . . .	25.
Drawing, . . . . .	20.
Elocution (see also Vocal Culture), . . . . .	60.
Geography, . . . . .	40.
Grammar, . . . . .	60.
History, one country, . . . . .	40.
"    several countries, . . . . .	80.
Languages :—	
Ancient, { Latin <i>or</i> Greek, . . . . .	100.
{ Latin <i>and</i> Greek, . . . . .	180.
Modern, { French <i>or</i> German, . . . . .	60.
{ French <i>and</i> German, . . . . .	100.
Ancient and Modern, one of each, . . . . .	140.

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\* See page 57.

## Literature (English) :—

In Class I. (see pages 81–83), . . . . .	\$75.
Shakespeare alone, . . . . .	50.
In Class I., with addition of any other Class or Classes, . . . . .	100.
In Classes II. or III. (see pages 80–81), . . . . .	40.
In Classes II. or III., with addition of Shakespeare, . . . . .	75.
Mathematics, one branch, . . . . .	60.
“ two branches, . . . . .	100.
“ three branches, . . . . .	160.
Military Drill, for boys,* . . . . .	60.
Mineralogy, alternately with Botany, . . . . .	20.
Natural History, . . . . .	20.
Natural Philosophy, see Physics.	
Penmanship, . . . . .	40.
Physics, . . . . .	60.
Reading (see also Elocution and Literature), . . . . .	40.
Spelling, . . . . .	20.
Vocal Culture, with Calisthenics, for girls,† . . . . .	20.

For \$208 a year, any studies may be taken that the student can pursue with thoroughness.

Books and stationery on the same terms as for regular pupils. See page 24.

For full mercantile course, see pages 42–44.

For “Deductions for two or more pupils from the same family,” whose bills equal those of regular students, see page 25.

All the general statements on page 25, unless expressly limited to regular students, apply equally to special students.

A permanent seat, when engaged for a full year, will be reserved for any special student with a yearly bill of not less than \$150. All other special students will occupy such seats as may be temporarily assigned them. See page 62.

For examinations, see page 95; and for reports, see page 92.

No regular pupil who falls behind his class on account of idleness will be received as a special student in more than four English branches besides Spelling and Penmanship.

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\* Military Drill is free to a special student whose tuition is not less than \$80 a year, provided his attention to Drill is satisfactory.

† For Elocution and Calisthenics for girls, see page 57.

## COURSES OF STUDY

### FOR THE SCHOOL YEAR 1890-91.

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MANY years of careful observation prove the following to be adapted to any pupil who possesses ordinary ability and good health.

The arrangement is designed to develop the faculties according to nature, by cultivating the powers of observation in the younger pupils, and by deferring to a more mature age those studies that call directly for reasoning. Reading, Writing, Spelling, and Arithmetic receive careful attention *throughout* the school course, so that graduates are fresh in these studies on entering business. For special remarks on Arithmetic, see pages 71-72.

Daily out-of-school study is required.

Graduates from the public grammar-schools have a special course of English studies arranged for them, with the addition of such languages as may be desired.

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#### GENERAL EXERCISES FOR REGULAR PUPILS.

\*ABSTRACTS OF AUTHORS, by the First, Second, and Third Classes, Oct. 13, Nov. 10, Dec. 8, 1890; Jan. 12, Feb. 9, March 9, April 6, May 4, June 1, 1891. (See pp. 80-82, 71.)

COMPOSITIONS by all classes except the Seventh—Oct. 20, Nov. 17, Dec. 15, 1890; Jan. 19, Feb. 16, March 16, April 13, May 11, 1891. (See page 107.)

[These dates for compositions indicate but a small part of the time really given to this very important exercise. See pages 83, 78, 46.]

†Declamation (see p. 84).

Military Drill for boys (see p. 86).

Calisthenics and Vocal Culture for girls (see p. 57).

Short Lectures on different subjects (see pp. 99, 15).

Vocal Music (see p. 105).

Penmanship.

Written Spelling Lessons (see p. 105).

Written Defining Lessons.

Drawing (see p. 31).

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\* Not a separate study, but a substitution for the usual reading lesson otherwise due on those dates.

† Assistance in Declamation and Reading can usually be had from 9.30 to 1 and from 2.15 to 4, and often on Saturdays from 9 to 1.

## ENGLISH DEPARTMENT.

THE course in English studies of those who are fitting for college varies considerably from the regular English course.

[The pairs of studies marked by braces are complementary half-year studies.]

## SEVENTH CLASS.

(See p. 60 for arrangements.)

Decimal Fractions; Factoring; Greatest Common Divisor; Least Common Multiple; U. S. Money;  
 Geography, with Map Drawing;  
 Reading;  
 Language Lessons;  
 Oral Lessons in Natural History;  
 Stories from Mythology and Poetry.

## SIXTH CLASS.

Common Fractions;  
 { Geography and Map Drawing; Oral  
 { History of the United States;  
 Reading;  
 Language Lessons;  
 Oral Lessons in Natural History;  
 Stories from the Iliad and Odyssey.

## FIFTH CLASS.

Compound Numbers; Fractions Reviewed;  
 Geography, with Map Drawing;  
 History of the United States;  
 Reading; "School Days at Engby," and Selections from Standard Poets;  
 Grammar;  
 Oral Lessons in Botany or Mineralogy, according to the time of year.

## \* THIRD CLASS (Section B).

Fractions and Compound Numbers reviewed; Percentage; Simple Interest;  
 { Geography, with Map Drawing;  
 { History of England (oral);  
 Reading; Scott's Works;  
 Grammar;  
 Oral Lessons in Physiology.

## THIRD CLASS (Section A).

Percentage reviewed; Discount; Partial Payments; Proportion;  
 Algebra, through Factoring;  
 { Geography, with Map Drawing;  
 { History of England;  
 Reading; Scott's Works;  
 Grammar;  
 Oral Lessons in Physics.

## SECOND CLASS.

Arithmetic, completed, including the Metric System;  
 Algebra;  
 Reading (see p. 81);  
 { Grammar and Punctuation;  
 { Roman History and Geography;  
 Physics.

## FIRST CLASS.

Arithmetic { General Review,  
 or  
 { Business Arithmetic;  
 Algebra;  
 Geometry;  
 Book-keeping;  
 { Physical Geography;  
 { U. S. Constitution;  
 { Greek History;  
 { English Literature;  
 Shakespeare;  
 College Literature (see p. 81);  
 Chemistry; for college class, Physics.

## EXTRA CLASS.

In the Extra Class is taken the final year's work of those fitting for college (see p. 45) and for the Institute of Technology (see p. 48).

A Post-Graduate course in Science and Literature is arranged when required. (See p. 82.)

\* There will be no Fourth Class for 1890-91, as the lower classes are in process of re-numbering.

## COURSE OF STUDY IN LATIN AND GREEK.

THE numbering in the Latin classes is entirely distinct from that in the English Department. A scholar who intends to go to college is usually ready for the Third Latin Class on entering the Third English Class. At the same time, it is generally best to begin Greek (if Greek is to be taken).

*Latin.**Greek.*

## FIFTH CLASS.

Collar & Daniell's Beginner's Latin  
Book.

## FOURTH CLASS.

Beginner's Latin Book, finished;  
De Viris;  
Exercises.

## THIRD CLASS.

Cæsar's Gallic War, four books;  
Daniell's Exercises in Latin Compo-  
sition, Part I.

Goodwin's Greek Grammar;  
White's Greek Lessons;  
Moss's Greek Reader.

## SECOND CLASS.

Virgil's Æneid, begun;  
Daniell's Exercises, continued.

White's Lessons, finished;  
Goodwin's Greek Reader.

## FIRST CLASS.

Virgil's Æneid, two books;  
Cicero, Three Orations; Exercises,  
Part II.;  
Cæsar at sight;  
Nepos.

Greek Reader;  
Xenophon's Hellenica, for sight-  
reading;  
Exercises.

## EXTRA CLASS.

Cicero, Four Orations;  
Virgil, four or five books;  
Nepos;  
Exercises.

Greek Reader; Herodotus;  
Homer's Iliad, four books;  
Exercises.

## TIME FOR BEGINNING LATIN AND GREEK.

Classes in Latin are formed in September, and the course of preparation for college occupies six years. This time may be shortened when the age and progress of the pupil permit. It is most advantageous for pupils

to join the Fifth Latin Class when they enter the Fifth Class in English studies. Pupils intended for college lose time in preparation, if their Latin is begun later. A Latin class is formed in February, which ultimately joins that which begins the following September. This class is intended to make the beginning of the study of Latin easier for young pupils and those who learn with difficulty, and the lessons are short. Those who take up Latin in February should do so when in the Sixth Class in English studies. When Greek is taken, it should usually be begun at the end of the second year of Latin.

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### MODERN LANGUAGES.

Classes in French and German are usually formed in February and September; in Spanish or Italian, whenever four pupils, or as many as will meet the expense of instruction, desire to begin.

#### FRENCH CLASSES.

Bôcher's Otto's French Grammar;  
 Bôcher's French Reader;  
 Kastner's French Composition;  
 Selections from Standard Authors;  
 Ancient and Modern French Plays.

#### GERMAN CLASSES.

During the first year, much of the instruction is oral.  
*Das Deutsche Buch für Anfaenger.*  
 Grimm's *Maerchen*;  
 Works of various German authors;  
 Collar's Eysenbach.

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### DRAWING.

Drawing is taught in all the classes. A study is made of the Elementary Forms, in geometric drawing and in working drawings; of the appearance of objects, embodying the principles of Perspective; and of Decoration, in connection with which the pupils copy designs and make arrangements of their own. The upper classes give some attention to architectural ornament and to the styles in architecture.

There is some drawing from objects in each class.

SPECIAL COURSE  
REQUIRING LITTLE OR NO HOME STUDY.

THIS course is designed particularly for  
CHILDREN IN DELICATE HEALTH,  
but it is also earnestly recommended for young pupils who are giving  
ESPECIAL ATTENTION TO LANGUAGES,  
and for those of any class who require much  
TIME AT HOME FOR MUSICAL INSTRUCTION,  
and for the  
UNUSUALLY HEEDLESS CHILDREN  
mentioned on page 98.

A wise request for fewer hours of study is often made in behalf of children too delicate or too young to take the full regular course. Their health is of vastly more value than learning, but they are better both in mind and body for some regular mental discipline.

It would be disadvantageous for them to be allowed to do poor work in all the different studies to which the robust majority of the class are able to attend; while to keep them more than a few years under governesses or private tutors might deprive them of that form of development which comes from association with other children. Thus their education is often a difficult problem. The increase of teachers and of educational facilities in the school within the last few years offers this class of pupils the opportunities they need; and the large number of families that have availed themselves of the arrangement shows that it is supplying a frequent want. It is known in school as the

**“Two Years’ Course.”**

This is managed as follows:—When parents find the full work of a class too much for their child, they send a note stating that they wish the child to remain two years in the class, instead of being promoted

at the end of the year. The pupil then entirely drops nearly half of his studies, but does *thoroughly* what he undertakes, and passes the regular examinations on the branches he studies; the next year, he reviews what he has been over and takes up what he has omitted. This arrangement prevents any mortification at not going up with the majority; because the parents' letter is read to the class at the time of its receipt, and the whole matter is thoroughly understood. The youngest scholars know the difference between the action of the parents on account of health, and a decision of the teachers on account of idleness. This two-years' course is taken this year by some members of nearly every class in school.

If a large proportion of the scholars were unable to do ordinary school work, they might possibly have a depressing influence on each other,—as is said to be the case at resorts for invalids; but as the very large majority of the scholars are in excellent health, the delicate ones have the enlivening influence of the active young life around them, while, at the same time, there are enough of their own kind to prevent loneliness.

For prizes in this course, see page 116; and for deduction in terms see page 25.

Those whose health or time does not admit of doing even what has been mentioned above can take advantage of the arrangement for Special Students. (See page 62.)

These two systems meet the requirements of almost any individual, young or old, who wishes to do a small amount of thorough work.

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## PRIMARY AND KINDERGARTEN.

The attention of parents of young children is called to the arrangements for the Primary Department (page 126) and for the Kindergarten (page 132), and to those for the *Intermediate Class* for children from six to eight years of age (page 131).

PUPILS  
IN  
UPPER DEPARTMENT.

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FOR list of pupils in Primary Department, see page 129 ; in Kindergarten and Intermediate, see page 134 ; and in Kindergarten Training Class, see page 40.

Names.	Residences.
Francis Coleman Adams, . . .	Medford.
Zabdiel Boylston Adams, Jr., . . .	Framingham.
Amy Wenonah Alden, . . .	Atlantic.
Albert Cobb Aldrich, . . .	Boston.
Roy Stoddard Aldrich, . . .	“
Harry Gardner Allen, . . .	Cambridgeport.
Alfred Coolidge Andrews, . . .	Cambridge.
Elizabeth Searle Arnold, . . .	Boston.
Frederick Eli Ayers, . . .	Medford.
Madeleine Louise Bacon, . . .	Boston.
John Louis Bailey, . . .	Roxbury.
Edward Mason Bartlett, . . .	Boston.
George Irving Bartlett, . . .	East Somerville.
Emma Elizabeth Bates, . . .	} East Weymouth.
Leavitt Winthrop Bates, . . .	
Knud Bendix, . . .	Boston.
Grace Phœbe Bennett, . . .	“
Helen Eugenia Caroline Biewend, . . .	Roxbury.
Alice Billings, . . .	Boston.
John Quincy Blake, 2d, . . .	Bedford.
Charles Walter Bradlee, . . .	} Boston.
Edward Chamberlin Bradlee, . . .	
Walter Cobb Brady, . . .	“
Ethel Brigham, . . .	“
Benjamin Daniell Brown, . . .	West Acton.

Edward Willard Burt, . . .	Jamaica Plain.
Hazel Burton, . . .	} Minneapolis, Minn.
Ward Cotton Burton, . . .	
John Henry Campbell, . . .	East Somerville.
Edith Sarah Carswell, . . .	Newton Highlands.
Harlan Howard Cass, . . .	Bristol, N. H.
Frank Russ Chapman, . . .	Swampscott.
Harry Lucius Chase, . . .	Boston.
John Edwin Chatman, . . .	} “
William Cutler Chatman, . . .	
Charles Francis Chessman, . . .	Cochituate.
Howard Clapp, . . .	Boston.
Alice Maud Clark, . . .	Roxbury.
Harry Lincoln Clark, . . .	Peabody.
Jennie Chase Clark, . . .	Newton Centre.
Arthur Philip Cohen, . . .	Boston.
George Clement Colburn, . . .	“
Prescott Hilton Coolidge, . . .	South Framingham.
Sterling Green Cousins, . . .	Fortuna, Cal.
Mabel Lillian Cross, . . .	Boston.
Robert Wade Cunningham, . . .	“
Adelaide Olga Cushing, . . .	} “
Elisa Harriet Cushing, . . .	
Charles Baldwin Cushing, . . .	} Cohasset.
Thomas Johnson Cushing, . . .	
Charles Henry Cutler, . . .	South Framingham.
Walter Crosswell Daggett, . . .	New York, N. Y.
Robert Osborne Dalton, . . .	Boston.
Emily Anna Daniell, . . .	} Roxbury.
Lucy Catherine Daniell, . . .	
William Nelson Decker, . . .	Newton.
William Henry Derby, Jr., . . .	Revere.
Florence Devereaux, . . .	Dorchester.
Arthur Drinkwater, . . .	Boston.
Frederick William Denny Dunklee, . . .	Somerville.
William Austin Dow Dutcher, . . .	Cottage City.
Bertha Hutchinson Dutton, . . .	Roxbury.
Georgia Katrine Earl, . . .	Lynn.

Mary Alice Eaton, . . . .	Boston.
Moses Ellis, Jr., . . . .	Framingham.
Willard Emery, . . . .	Boston.
Louise Marion Endicott, . . . .	Canton.
Susan Ferry, . . . .	South Boston.
Annie Southworth Forsaith, . . . .	Longwood.
Lewis Henry Forsyth, . . . .	Washington, D. C.
Harold Abbott Foster, . . . .	North Brookfield.
Edwin Langley Frampton, . . . .	} Jamaica Plain.
William Rex Frampton, . . . .	
Louisa Bartlett Frothingham, . . . .	Boston.
Alice Spencer Geddes, . . . .	Cambridgeport.
Delia Emerson Gillis, . . . .	Brookline.
Vienna Goddu, . . . .	Winchester.
Sarah Caless Gray, . . . .	Boston.
Curtis Parks Guilford, . . . .	Boston.
Alice Louise Haffenreffer, . . . .	Jamaica Plain.
Stephen Alexander Hammond, . . . .	Scituate.
Mary Elizabeth Handy, . . . .	Dorchester.
Lyman Sawin Hapgood, . . . .	Gloucester.
Frederick Reed Hardenburgh, . . . .	Lincoln, Neb.
Alice Downing Hart, . . . .	} South Lincoln.
Joseph Storer Hart, . . . .	
Fred Roland Hayward, . . . .	Newton Highlands.
Waldo Smith Henry, . . . .	Newton.
Carl Guy Herbert, . . . .	Somerville.
Leonardo Hering, . . . .	} Boston.
Oswald Constantine Hering, . . . .	
George Thatcher Hill, Jr., . . . .	Boston.
Grace Annie Hill, . . . .	Milton.
Walter Hinman, . . . .	Roslindale.
Arthur Webster Hodges, . . . .	} Newton Highlands.
Ernest Stockbridge Hodges, . . . .	
William Joseph Hodges, . . . .	
Edwin Tilson Hoisington, . . . .	West Roxbury.
Christopher Wilder Holmes, . . . .	Milton.
Frank Blake Hopewell, . . . .	Cambridgeport.
Ruth Horton, . . . .	Boston.

Fred Mark Hudson, . . . .	Jamaica Plain.
Anna Louise Ide, . . . .	Roxbury.
Cora Ann Jackson, . . . .	“
Edith Carlota Jackson, . . . .	Eastport, Me.
Frederick Henry Jackson, . . . .	South Braintree.
Charles Arthur Jenkins, . . . .	Boston.
George Francis Jessop, . . . .	Cambridge.
Henry Herbert Johnson, . . . .	} Lawrence, Kansas.
Martha Elizzie Johnson, . . . .	
Amy Caroline Jones, . . . .	Dover.
Edward Oliver Kenney, . . . .	East Boston.
Allen McCrillis Kennicott, . . . .	Nebraska City, Neb.
Blanche Frances Kingsley, . . . .	Boston.
Susie Lizzie Knights, . . . .	“
Arthur Sinclair Knudsen, . . . .	} Kauai, H. I.
Eric Alfred Knudsen, . . . .	
Charles Lamson, . . . .	Weston.
William Bancroft Law, . . . .	South Lynnfield.
Arnold Lawson, . . . .	Winchester.
Clifton Loring, . . . .	Boston.
Charles Hunt Macomber, . . . .	} Framingham.
John Russell Macomber, . . . .	
Charlotte Zerrahn Mahn, . . . .	} Jamaica Plain.
Mabel Augusta Mahn, . . . .	
Harry Hale Marshall, . . . .	“
Alice Warren Martin, . . . .	Stoneham.
Hatty Mabel Martin, . . . .	Boston.
William Chipman Mason, . . . .	Weymouth.
Harry Otis Mayo, . . . .	Watertown.
Millard Benjamin McCrillis, . . . .	Centre Harbor, N. H.
Edward Mink, . . . .	West Somerville.
Alice Richardson Morton, . . . .	Brookline.
Clara Morton, . . . .	Roxbury.
Ernest Mott-Smith, . . . .	} Honolulu, H. I.
May Henderson Mott-Smith, . . . .	
Morton Churchill Mott-Smith, . . . .	
Alfred Eleazar Myers, . . . .	Boston.
Charles Alexander Newhall, . . . .	Dorchester.

Ellen Beale Newhall,	. .	Boston.
Arthur Brantley Newman,	. .	Shreveport, La.
Grace Ella Nickerson,	. .	Cambridgeport.
Henry Ranlett Noble,	. .	Dorchester.
Gordon August Noyes,	. .	Boston.
De Blois Page,	. . . }	“
Walter Page,	. . . }	“
Herbert Henry Page,	. .	“
Thomas Orra Paige,	. .	Stoneham.
Bessie Virginia Palmer,	. .	Boston.
Harry Wells Palmer,	. .	Hyde Park.
Walter Adams Parker,	. .	Boston.
Frederick Emmons Parlin,	. .	Everett.
Charles Francis Joseph Parry,	. .	Medford.
Estella Peavy,	. . .	Boston.
Eben Burrell Phillips,	. .	Swampscott.
William Henry Pitkin,	. .	Boston.
Myron Davis Potter,	. .	South Dartmouth.
Ralph Farman Pratt,	. .	Boston.
Robert Galloway Pray,	. .	Allston.
Margaret Safford Putnam,	. . }	Boston.
William Edward Putnam, Jr.,	. . }	Boston.
Margaret Quinn,	. . .	“
Nathaniel Dwight Rand,	. . .	“
Ralph Armstrong Reckard,	. .	Nantasket.
Robert Sidney Redfield,	. .	Cambridgeport.
Nellie Irene Rice,	. . .	South Boston.
Russell Almon Richards,	. .	Newton Highlands.
Edith Alice Richardson,	. . . }	Boston.
Helena Maynard Richardson,	. . . }	Boston.
Aubrey Granger Robb,	. .	Amherst, N. S.
Grace Alma Robinson,	. .	West Roxbury.
Edith Gertrude Rogers,	. .	Boston.
Edgar Jasper Rollins,	. .	Cambridge.
Ernest Frank Russ,	. . .	Boston.
W. Gwendoline Sandham,	. . .	“
Albert John Sargent,	. .	Littleton.
Joseph Berchman Saunders,	. .	Salem.

Harry Francis Sawtelle, . . .	Cambridgeport.
Samuel Egbert Sewall, . . .	} Everett.
Thomas Raymond Sewall, . . .	
Herbert Lewis Shattuck, . . .	Groton.
William Thomas Sheffield, . . .	East Boston.
Edward Francis Sherman, . . .	New Haven, Conn.
Mabel Stewart Skinner, . . .	Boston.
Mary Louise Skinner, . . .	Dorchester.
Flora Josephine Smith, . . .	Newton.
Fred Lincoln Smith, . . .	Dedham.
Herbert Lincoln Smith, . . .	Bedford.
Joseph Horatio Smith, . . .	Chelsea.
William Bernard Smith, . . .	Medfield.
Isaac Franklin Snow, . . .	Cambridge.
William Eben Snow, . . .	"
Maurice Grivot Sollers, . . .	Boston.
Robert Asa Southworth, . . .	Dorchester.
Samuel Edmund Frank Spyvee,	Cambridge.
Frederick Thomas Strachan, . . .	} Boston.
William Mortimer Strachan, Jr.,	
Joseph Lewis Sturtevant, . . .	South Framingham.
Samuel Hildreth Sweatt, . . .	Medford.
Charles Brydges Tallman, . . .	Boston.
Florence George Taylor, . . .	"
Elizabeth Temple, . . .	Nantucket.
Robert Milton Tenney, . . .	Boston.
Arthur Erdix Tenny, . . .	} Dorchester.
Clarence Allen Tenny, . . .	
Nathan Edward Samuel Thurston,	West Somerville.
Caroline Marie Tomfohrde, . . .	Boston.
Bessie Warren Treworgy, . . .	"
Rebecca Vose Tripp, . . .	} Dorchester.
William Vandervoort Tripp, . . .	
Fred Henry Twombly, . . .	} Newton Centre.
Lena Miller Twombly, . . .	
Joseph Henry Vogel, Jr., . . .	Quincy.
Jennie Wallis Waldron, . . .	Boston.
James William Walker, . . .	South Boston.

Wallis Dunlap Walker, . . .	Annapolis, Md.
Percy Albert Wallis, . . .	Beverly.
Annie Ashton Warren, . . .	Melrose.
Alice Mason Webster, . . .	East Milton.
Edward Holker Welch, . . .	Boston.
Henry Wakefield Wellington, Jr.,	} Newton.
Martha Starr Wellington, . . .	
Frank Herbert Wentworth, . . .	Somerville.
Clarence Scott White, . . .	“
Elizabeth Hammond White, . . .	Ashcroft.
Amasa Whiting, . . .	Roxbury.
Myron William Whitney, Jr., . . .	Watertown.
William Richardson Whitney, . . .	Boston.
Marion Chadwick Whiton, . . .	South Boston.
Borland Williams, . . .	“
Archibald Duncan Wilson, . . .	Mobile, Ala.
Winslow Abbott Wilson, . . .	Dorchester.
George Augustus Winchester, . . .	Peabody.
Jacob Wirth, Jr., . . .	Boston.
Waverley Tillinghast Wonson, . . .	“
John Henry Wood, . . .	Quincy.
Curtis Palmer Woodbury, . . .	} Boston.
Gwendoline Woodbury, . . .	
Clarence Elliott Woodward, . . .	“
Bruce Wyman, . . .	} Hyde Park.
Martha Adaline Wyman, . . .	

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#### KINDERGARTEN TRAINING CLASS.

Mary Hammond Barker, . . .	Scituate.
Mary Irene Bazin, . . .	Montreal, Canada.
Ada Perry Bixby, . . .	Revere.
Winifred Virginia Blanchard, . . .	Boston.
Jessie Estelle Burbank, . . .	Montvale.
Angie Elizabeth Caldwell, . . .	Lincolnton, N. C.
Grace Augusta Chapin, . . .	Melrose.
Katharine Hall Clark, . . .	Reading.

Mary Stella Dascomb, . . .	Bellows Falls, Vt.
Emily Frances DeWitt, . . .	Montreal, Canada.
Eunice Swasey Duke, . . .	Great Falls, N. H.
Amy Louise Hall, . . .	Chelsea.
Susan Sigourney Harriman, . . .	Revere.
Jessie Taylor Matheson, . . .	Brookline.
Charlotte Lewis McMurray, . . .	Boston.
Mary Hammond Morgan, . . .	Clinton.
Annie Rich Newcomb, . . .	Westborough.
Carrie Alice Nutter, . . .	North Beverly.
Ruth Brashear Shreve, . . .	Fort Gibson, Miss.
Jane Olive Simpson, . . .	East Boston.
Esther Bernice Wadsworth, . . .	Chelsea.
Ella Mary Wheatley, . . .	Memphis, Tenn.

## WHOLE NUMBER OF PUPILS:—

Training Class, . . . . .	22
High and Grammar School, . . . . .	241
Primary (see page 129), . . . . .	40
Kindergarten and Intermediate (see page 134), . . . . .	14
	<hr/>
Total (see page 16), . . . . .	317

## PREPARATION FOR BUSINESS.

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THE school tries to prepare its pupils for *practical business life*; but it uses that term in a broad and generous meaning. It aims in its commercial preparation to send out young men of cultured minds, correct habits, and good manners.

The high position of Chauncy men in the mercantile community is partly owing to the fact that, throughout their school course, close attention was paid to the things that are imperative for business success.

They were taught to write a neat and legible hand; to be proficient in business arithmetic; to speak and read English well; and to write good English.

But the graduates of this school have gone to their employers not only with a careful training in these indispensable matters, but also with minds sufficiently cultivated in various ways to enable them to comprehend easily the new duties upon which they entered; with good habits to gain the confidence of their employers; and with the manners of gentlemen to win the favor of other persons with whom they were brought into contact. In short, they had left school *qualified to begin* their work.

Said Mr. EUSTACE C. FITZ, President of the Boston Board of Trade for 1884, in a published address:

“The structure of a mercantile life will stand better on a broad base than on a narrow one. A business man should have his faculties developed and his mind informed. If ‘knowledge is power’ to any, it most assuredly is to him who deals largely with men and things. The highest examples of the merchant citizen are those who have studied something besides the laws of commerce and finance, and who therefore possess breadth and culture above the average.”

Pupils at Chauncy Hall who are intending to take a high position in business life not only have a thorough

preparation in the branches mentioned first, but are also well grounded in Natural Science, English Literature, Modern Languages, and Ancient and Modern History. In English Literature, they usually take the full course required for admission to Harvard University, as described on pages 81, 82.

The instruction and discipline of the school aim to aid in developing the moral principles, improving the manners, and forming the habits of its pupils. The principles of honor and truth are appealed to as the great regulators of conduct, and every one is trusted as long as he is found worthy.

There is great flexibility in the school regulations, by which work may at the outset be adapted to the individual needs of each pupil, or modified at any time that it may seem best. But all the arrangements and requisitions of the school are such as to cultivate the important habits of **punctuality, regularity, and precision**. Every day has its fixed and certain exercises, which recur with unvarying strictness; and it is soon understood by pupils, whatever may have been their previous habits, that an appointed day and hour do *not* mean "the next" day or hour, or some apparently more convenient season. School is opened and closed, classes go and come, lessons are set and recited, compositions and written exercises are required and demanded, engagements are made and kept, with a regularity that is found to be practically unfailing. This precision appeals to the instinct of order that exists in every human being, and helps to develop it sufficiently to resist the temptations and obstacles that are often allowed to smother it; and it gives the possessor that pleasure that always accompanies the prompt and regular performance of every duty.

So, too, of many other matters in which exactness and precision are elements, and which go to make up those business habits which are of such importance both to the individual and to his friends. Written copies and exercises are expected to be correctly dated; compositions, &c., to be properly folded and superscribed; weekly reports to be duly carried home, and brought back with the parent's signature; in fact, all the *business* of school life must be properly and correctly despatched. The boy is thus educated in *business habits*, a thing of more importance to his future success and to the comfort of his employers and associates than any one accomplishment or branch of learning. In a Report of the Institute of Technology, President WALKER well says:

“In practical business life, success is to be gained far less by talent or acquirement than by promptitude, by punctuality, by industry, by self-respect, and by strict attention to duty.”

Some remarks on business matters in the foundation and growth of the school will be found in the extract from the “Fiftieth Annual Report” on page 13, and in Mr. CUSHING’S “Parting Words” on page 122. As good health is indispensable for success in business, attention is invited to pages 64–68.

Parents are reminded that the building is in a part of the city where there are no temptations to lead a student into bad habits.

For students who cannot afford time for the full mercantile course, which is always to be preferred when practicable,

#### A LIMITED BUSINESS COURSE,

thorough so far as it goes, has been established at very low rates. It consists of Book-keeping, Arithmetic, Spelling, Composition, Penmanship, and Military Drill (see p. 86). The lectures mentioned on pages 99, 15, are also open to them.

## PREPARATION FOR COLLEGE.

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CHAUNCY HALL takes great pride in the long list of graduates whom it has prepared for college during the past sixty years. The experience and success of the teachers in charge of this department authorize us to ask the careful attention of parents who are intending to give their children a collegiate education.

One means of this thorough preparation is the small size of the classes in ancient and modern languages. If a pupil is in a large class, he cannot receive sufficient help in his efforts to master the difficulties of a foreign language; and if he is entirely under the care of a private tutor, he loses the drill and development that can be obtained only by contact with other scholars of his age.

The arrangements here aim to *combine class work with private instruction*. The Latin classes, for instance, are divided into sections that seldom have over ten members each; so that every scholar receives a great deal of personal attention.

From the outset the endeavor of the teacher is to make the study of Latin and Greek interesting, and therefore agreeable. The necessary drudgery involved in learning the etymology of these languages is relieved by bringing the forms of words into constant use in the building of sentences both oral and written. The rules of syntax are taught inductively, by observation and comparison, no mere memorizing of rules

being allowed before the principles involved are seen in their application and clearly understood. A comparison of the idioms of the foreign language with those of the mother tongue is made at every step, and a large number of phrases involving differences of idiom are through constant practice securely lodged in the memory. Believing that the best fruit of practice in translation is the facility it gives the pupil in the use of his own language, we insist strenuously upon having all translation done in idiomatic English, and always the best English that the pupil, aided by the teacher, can command. A literal, word-for-word translation is often necessary, especially for beginners, to enable them more easily to get the drift of a passage, and to make sure that there is no hap-hazard guessing at the meaning; but this is always followed by a rendering into *good English*.

“Reading at sight” is practised from the earliest possible moment, and continued to the end of the course. After the pupils have acquired a pretty extensive vocabulary, they are required from time to time to prepare their lessons—as completely as may be—without using the lexicon. This is to teach self-reliance and the avoidance of what is too apt to become a slavish dependence upon the lexicon. The effort to get at the meaning of the words from their derivation and context tends to sharpen the wits and to induce the habit of close and accurate thinking. As the pupil increases in the ability to grasp the author’s meaning quickly and surely, his enthusiasm increases, and he finds more and more pleasure in the work.

The same careful preparation is made in the English literature required for college; for which see pages 81 and 82.

The well-equipped chemical laboratory and cabinet of philosophical instruments afford all needed facilities for the experimental study of physical science, according to the recommendation of the Harvard Faculty.

Extra help on difficult points may be obtained out of recitation hours.

Girls fitting for college here take the same course as boys, and join the same classes.

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## PREPARATION FOR PROFESSIONAL SCHOOLS.

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STUDENTS wishing to enter professional schools without going through college can join the classes already formed, and receive the same attention and training as those who pursue the full college course. Many young men have already availed themselves of this advantage and have entered several of the *leading law and medical schools*.

## PREPARATION FOR THE INSTITUTE OF TECHNOLOGY.\*

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THIS School makes a specialty of preparing scholars for the Institute, and aims to fit its candidates so thoroughly that they will not be weighed down by having to make up deficiencies after entering. During the last year before entering the Institute, they are taught in most things in a class by themselves, so that the closest attention can be given to the studies demanded for their entrance examination.

The large number of teachers gives a great advantage over most High Schools; as in those the small corps of instructors usually have their hands already full with the preparation of pupils for college and for business. Here, those students who wish to go to the Institute have that especial attention which is needed to enable them not only to enter with credit, but also to grapple successfully with the severe work which comes to them during their first year after entrance.

“To the student, the importance of thorough preparation is great; since the character and amount of instruction given in the school from the outset leave little opportunity, for one imperfectly fitted, to make up deficiencies, and render it impossible for him to derive the full benefit from his course, or perhaps even to maintain his standing.”†

**Reference is made to the President and Faculty of the Institute concerning the success which for many years has attended the candidates presented by this school.**

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\* For preparation for College, see page 45; for Business, page 42.

† From the Institute Catalogue.

When a pupil in the lower classes is intended ultimately for the Institute, it is better to give notice of this to the School Management as early as possible; because the course varies somewhat from that pursued by the scholars who are fitting for a mercantile career, or who are seeking general culture, in that French or German is required. The modern language should be studied at least two years. A longer time would be better.

While the minimum age for entering the Institute is seventeen years, the average has risen to eighteen and three-quarters. This maturity of age gives opportunity for that thorough preparation that can be made only by faithful work extending over sufficient time. Many scholars have remained here another year after completing the regular course of preparation; and some have done so even after having passed the entrance examinations without "conditions."

The Institute Class, besides the studies required for the Institute, will take such of the General Exercises of the school (see page 28) as, in the judgment of the teachers, time will permit. This is in accordance with the aim which the school has long kept in view, to give to its Institute candidates as liberal a preparation as their special work will allow. It accords also with the following quotation from the Institute catalogue of 1889-90:—

"It should be borne in mind by pupils purposing to enter the Institute that the broader the intellectual training of the student in any direction, and the more extensive his general acquirements, the greater the advantages he may expect to gain in his future course."

Thorough instruction in Latin and Greek may be had by students who wish to adopt the recommendation of the Institute Faculty which is quoted on p. 53.

As Military Drill is part of the regular course at the Institute, the preliminary practice obtained at Chauncy Hall (see p. 86) not only lightens a student's work in the first year at the Institute, but also assists him to gain early a feeling of ease among his fellows, and greatly increases his opportunities for becoming an officer in the Institute battalion. Four of the officers in this year's Institute battalion (1889-90) came from this school.

For the care of health, parents are invited to read pages 64-68.

The requirements for a diploma for members of the Institute Class will be found on page 109, and for a special prize, open only to Institute candidates, on page 118.

**Requirements for Institute.**—So many letters are received here every year asking for the requirements for admission to the Institute, that the following statements are taken from the last catalogue of that institution :

The applicant must have attained the age of seventeen years.

The requirements in the various subjects are as follows :

1. *Arithmetic.*—Prime and composite numbers; greatest common divisor and least common multiple; ratio and proportion; common and decimal fractions; percentage; simple and compound interest; compound numbers; metric system of weights and measures; square root.

2. *Algebra.*—Fundamental operations; use of parentheses; factoring; highest common factor; lowest common multiple; fractions, simple and complex; simple equations, with one or more unknown quantities; involution of monomials and polynomials; evolution of monomials and polynomials and the cube root of numbers; the theory of exponents with applications; radicals, including rationalization, imaginary quantities, properties of quadratic surds, square root of

a binomial surd, and solution of equations containing radicals; quadratic equations; equations in the quadratic form; simultaneous quadratic equations; theory of quadratic equations; ratio and proportion; arithmetical progression; geometrical progression; binomial theorem, with proof for a positive integral exponent.

3. *Plane Geometry*.—As much as is contained in the first five books of Wells's, Chauvenet's, or Wentworth's *Geometry*. Much importance will be attached to the applicant's ability to demonstrate original exercises.

NOTE.—*Solid Geometry*.—Candidates will be allowed an examination, in September, in *Solid Geometry*, and, if successful, will be excused from studying that subject after admission.

4. *Modern Languages, either French or German*:—

*French*.—(1) Proficiency in elementary grammar, to be tested by translation of easy English into French, or by direct questioning on the following topics: Inflection of nouns and adjectives for gender and number, excepting unusual cases; “pronominal adjectives;” the forms and position of pronouns, especially the personals; and partitive constructions; the inflection of the regular and of the more usual irregular verbs, such as *dire*, *faire*, and of the classes represented by *ouvrir*, *sentir*, *venir*, *paraître*, *conduire*, and *craindre*.

(2) Ability to translate simple prose at sight, to be acquired by the reading of not less than two hundred duodecimo pages from at least two dissimilar works.

Candidates not prepared in French may substitute an equivalent in German, for which the requirements will be,—

*German*.—(1) Proficiency, to be tested as for French, in the following topics of elementary grammar: Declension of readily classified nouns, of adjectives, and of pronouns; conjugation of the weak and of the more usual strong verbs; simple cases of word order.

(2) The candidate must have read not less than one hundred and fifty duodecimo pages of easy German (of which one hundred and twenty-five must be prose), from not less than two dissimilar works.

NOTE.—Candidates capable of presenting both French and German at the entrance examination will find this advantageous for their subsequent labors at the Institute.

5. *English Language and Literature.*—The requirements in English are included within the limits of those prescribed for entrance into the New England colleges.

The candidate will be required to correct specimens of defective English set for him at the time of the examination.

He will also be required to write a short English composition, correct in spelling, punctuation, grammar, division by paragraphs, and expression, upon one of the several subjects to be announced at the time of the examination. These subjects will be drawn from one or more of the following works, and the applicant is expected to be familiar with all the books in this list.

For 1891: Shakespeare's *Julius Cæsar*, Longfellow's *Evangeline*, Macaulay's *Essay on Lord Clive*, Webster's first *Bunker Hill Oration*, Irving's *Alhambra*, Scott's *Old Mortality*, George Eliot's *Silas Marner*.

6. *History.*—Preparation in either United States History or Ancient History may be offered. In the former subject, a thorough acquaintance with the history of the Thirteen Colonies and of the United States down to the present time is required. In the latter subject, the requirement covers the history of the early world down to the fall of the Roman Empire in the West.

7. *Geography.*—The text-books in common use fairly represent the amount of preparation required. A knowledge of the geography of the United States and Europe is especially important. To have been familiar with geography at some previous time is not sufficient, but a systematic review of the whole is an essential part of an adequate preparation for certain studies which are included in all the Institute courses. Practice in freehand map-drawing from memory is strongly recommended.

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Students will find their progress in Physics and Chemistry promoted by making themselves thoroughly familiar with so much of Physics as is contained in Balfour Stewart's *Primer*.

A knowledge of the Latin language is not required for admission; but the study of Latin is strongly recommended to persons who purpose to enter this school, as it gives a better understanding of the various terms used in science, and greatly facilitates the acquisition of the modern languages. Those who intend to take the course in Natural History will find it advantageous to acquire also the elements of Greek. Some proficiency in Freehand Drawing will be found advantageous.

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## KINDERGARTEN TRAINING CLASS.

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LESSONS are given to this class on three afternoons of each week, and the mornings are devoted to observation and practice in Kindergartens. The course comprises a study of Froebel's Gifts, Occupations, Songs, and Games, and his theories of Child-Culture. Lessons in Natural Science are outlined, and a brief course in Psychology in its relation to education is given. Drawing and Clay-Modelling are taught by a competent teacher, and also Physical Exercises which have special reference to the Kindergarten games.

The Hon. JOHN W. DICKINSON, Secretary of the State Board of Education, Prof. THOMAS BALLIET, Superintendent of Schools in Springfield, Mass., and Mrs. HAMILTON SMITH have given very instructive talks, this year, on principles of teaching.

Requirements for entrance are ability to sing, a High School education or its equivalent, and a love for little children. The course is completed in June, when diplomas are given to those who have successfully followed the work, both in theory and actual practice.

The Class will re-open October 8, 1890.  
The charge for the course is \$100.

### TEACHERS.

- Miss LUCY WHEELOCK, Kindergartner. ·  
Miss EMMA BRAGDON, Drawing.  
Miss HARRIET S. JENKS, Songs and Games.  
Miss MARGARET HUMPHREY, Physical Exercises.

The first graduation of pupils from this class took place June 15, 1889. Dr. HENRY BARNARD of Hartford, Ct., so long identified with the Kindergarten cause, presented the diplomas, and Dr. WILLIAM T. HARRIS delivered the address. The exercises by the pupils were representative of their work through the year, as may be seen by the following programme :

### PROGRAMME.

1. GOOD MORNING SONGS.
2. ESSAY, . . . Music in the Kindergarten, . . . BLANCHE SEABURY.  
(Illustrated by Motion Songs.)
3. ESSAY, . . . The Seventh Gift, . . . GERTRUDE A. RAUSCH.
4. SONG, . . . . . MARY R. MOORE.
5. LESSON WITH THE SLATS, . . . . . HATTIE C. TUCKER.
6. SONGS, { (a) Song of the Grass.  
(b) Song of the Violet.
7. ESSAY, A Skeptic's Visit to a Kindergarten, FLORENCE A. WHITON.
8. PHYSICAL EXERCISES.
9. STORY, . . . The Caterpillar and the Butterfly, . ANNA A. PUTNAM.
10. POEM, . . . . . GERTRUDE A. RAUSCH.
11. LESSON WITH THE FIFTH GIFT, . . . . . MARY R. MOORE.
12. ADDRESSES.
13. PRESENTATION OF DIPLOMAS.

### DIPLOMAS,

AWARDED JUNE 15, 1889.

- |                         |                           |
|-------------------------|---------------------------|
| MARY RICHARDSON MOORE,  | BLANCHE SEABURY,          |
| ANNA AUGUSTA PUTNAM,    | HATTIE CHAMBRÉ TUCKER,    |
| GERTRUDE AMELIA RAUSCH, | FLORENCE ADELAIDE WHITON. |

## EDUCATION OF GIRLS.

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FOR more than thirty years the school was exclusively for boys; but in 1862 a few girls were admitted at the request of parents who wished their daughters to receive the same regular, systematic, and thorough education as their sons, and to be subject to the rules and discipline of a large school. As a body they have shown themselves fully equal to the work, and in regularity of attendance and performance of duty have fully equalled the boys. Among them have been some excellent scholars in classics, mathematics, and English literature. Some of these have entered college, and several have graduated with distinction.

They are now in every department, from the Kindergarten to the Post-Graduate Class and the Kindergarten Training Class, and surpass in number those at most other private schools in Boston. There are more girls this year than ever before. See page 16.

One great advantage for girls at Chauncy Hall may be found in the variety of courses of study.

**The Classical Course** fits for any college, in the same classes with boys intended for Harvard. In these days, when so many women are seeking more thorough training for their work, this is an important consideration.

The **Regular English Course** gives a broad and thorough English education, with the addition of whatever languages may be desired.

This course includes some training in the details of business, which women too often lack.

**Variations from these Regular Courses** allow girls who are unable to follow a full course of study, either through delicate health or need of time for other things, to select such branches as seem best fitted for their strength and needs, and to pursue them under favorable conditions. Such a selection often proves to be just what is wanted as a

**Course for Graduates in High Schools**, who wish to do advanced work in one or two special lines. In most studies, all the classes are open to such students at the same rates as for but one class. In French, for example, special students may have two or three daily recitations. Similar facilities are afforded for Algebra, Arithmetic, German, Latin, and other branches.

In **English Literature and Elocution** there is a full and very interesting course, and particular attention is paid to that most important matter, **English Composition**. Young ladies from eighteen to twenty years of age are often among the members of the **Post-Graduate Class** mentioned on page 82.

For the arrangements for **Special Students**, see p. 62.

While special courses are often advisable for certain cases, it is better, when practicable, for little girls to begin with the Kindergarten or Primary, or even with the lower classes in the Upper Department, and follow the whole course of school work. A good foundation for later study is thus ensured, and more thorough scholarship may be expected.

Special attention is paid to these little girls in regard to health and studies, and the corps of teachers is so large that necessary assistance in the preparation of lessons can always be given. (See page 61.) By this means, the slow and the backward are enabled to do their best, while the quick may make as rapid progress as their physical powers allow.

The Primary Department is on the ground floor, and has windows to the east and south, giving sunshine throughout school hours. The study room for the older girls is but one flight above this, and is in the same sunny corner.

This is now the tenth year that the girls of the Upper Department have had a cultivated and experienced woman to preside over them. Mothers are earnestly requested to furnish her with full information of the mental and physical characteristics of the daughters they place under her charge, as she gives to the studies and reports of girls the same care and inspection which boys receive from their superintendents, as explained on page 10. (See also page 74.)

Since September, 1881, she has been brought into still closer relation with them by having entire charge of their study room, except when it may be temporarily assigned for recitation to another teacher. Miss A. A. Brigham filled this office till September, 1883, when she was succeeded by Miss Mary E. Peirce.

At the same hour that the boys go to the gymnasium for military drill, the girls go to the school hall, where, under a careful and experienced teacher of their own sex, they have a variety of vocal and calisthenic exercises, which are a valuable and agreeable feature in their education.

These lessons in vocal culture and calisthenics are

but twenty dollars a year to a special student. They are free to one who has studies for which she pays not less than sixty dollars a year. Ladies are invited to see these lessons any day but Monday and Wednesday, at 12.30 o'clock.

By reference to pp. 118, 119, it will be seen that the girls took their full share of prizes at the last exhibition. The objections often so justly urged against a prize system, especially for girls, whose susceptible organization renders them peculiarly liable to over-stimulus in work and in feeling, are without weight here; because there is no competition for prizes given by the school (see page 112), and health is of the first importance in all the school arrangements (see pages 64-68).

But among girls, as among boys, some of the best scholars take neither prizes nor diplomas, owing to some variation from the regular school course. This is particularly the case with young ladies who, after graduating from high schools, come here to pursue special studies.

The example of girls as pupils here keeps pace with the growth of the school in all good things. This is noticeably the case in regard to

**Dress.**—For a long time the over-dressing of girls at school, in all parts of the country, particularly on exhibition days, has been a source of anxiety to thoughtful educators and parents, and of severe comment by the press.

Eighteen years ago, when girls began to take part in the annual exhibitions of this school, one of the most influential daily newspapers in Boston expressed the hope that the school which had done so much for the thorough training of boys would use its influence in

behalf of the simple dressing of girls. This it has done very quietly and effectually, with the judicious coöperation of nearly all the mothers who have entered their daughters here.

Girls who are intending to take the course at any regular college, or at the "Harvard Annex," have the great advantage of reciting in the same classes with boys *who are in the regular course of preparation for Harvard*, and of being under teachers who have successfully carried on such preparation for many years. Such students have been fitted here or are now fitting for Smith, Vassar, and Wellesley Colleges, Cornell and Boston Universities, the "Harvard Annex," and the Mass. Institute of Technology. Those who wish to make preparation for college are referred to page 45.

The courses of study at the Institute of Technology are open to all, without restriction of sex; and some of these courses are as well adapted to girls as to boys. For preparation for the Institute, see page 48.

For the Kindergarten Training Class, see page 53; for the Primary Department, see page 126; and for the Kindergarten, see page 132.

## CHILDREN

FROM NINE TO TWELVE YEARS OF AGE,

SUFFICIENTLY ADVANCED TO ENTER

THE LOWEST CLASS IN THE UPPER DEPARTMENT.

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ATTENTION is particularly called to the fact, that a child in this class is not put under the entire care of one woman (who may or may not be a person suited to the disposition and temperament of the child), as must be done in a large public school, where a class remains under the care of a single teacher during a year; but here every pupil receives instruction from *several men and women*, most of them of high education and long experience.

During the present year the class has had regular lessons every week from seven different teachers, in addition to the drill-master for the boys, besides occasional contact with others in lectures and general exercises.

To give unity to this composite influence, and to ensure more minute acquaintance with the individual temperament and peculiarities of the children, the class is under the charge of a Superintendent, as explained on page 10.

Some teacher is always with them during preparation of their arithmetic lessons, and generally during their other study hours, to give proper assistance.

When practicable, these young pupils are dismissed half an hour earlier than the older scholars.

The nucleus of this class is the class promoted from the Primary Department; but it receives accessions from other schools and from families whose children have previously been taught at home.

Next to sanitary considerations, the strongest influence in bringing these little people here has been the care given to the needs of each one.

Pupils are not promoted from the Primary Department until very well grounded in Arithmetic, Reading, Writing, and Geography; and meanwhile they also have had systematic general exercises which have tended to their development in mental and physical vigor. Accordingly, it sometimes happens that young children, coming here from schools where the standard for the Grammar-School grade is not so high, cannot at once attempt to advantage the full work of the Seventh Class. For such children, the first class in the Primary Department (see page 126) is an excellent place of preparation for the upper school; but some parents prefer in such cases to have their children enter the upper school at once and remain two years there in the lowest class, according to the arrangement described on page 32.

## SPECIAL STUDENTS.

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THE arrangement for special students is adapted to the wants of many young people who, for various reasons, cannot take the full school course; but it is especially valuable for

Young men and women who wish to pursue some favorite study; or who, from time spent in travel or from any other cause, have been hindered from acquiring proficiency in certain branches at the usual age;

Children whose health or attention to music allows only one or two hours of daily attendance.

Students who are in poor health, or who pay their own tuition, or who are over twenty years of age, or who have not, on an average, more than two lessons a day, need be present only at recitation hours, so long as their deportment is faultless, if parents make written request for such arrangement.

But if any students wish to remain between recitation hours, they will not be allowed to loiter about the building, or the drill hall, but must have a place assigned for study, and occupy it while they remain.

All special students come on condition that they are very careful in deportment. For any breach of discipline, they will not only remain till the hour of dismissal, but will be detained like regular pupils after the close

of the session. They must bring notes for absence like other scholars ; and, if they are late at a recitation, the instruction lost will not be made up.

They must take all the examinations of the classes with which they recite, under conditions stated on pages 94-96, with the added requirement that, if examinations are not taken by them, such students' connection with the school must cease, while none of the tuition they have paid will be refunded. In the very rare cases where examinations might be undesirable, special arrangements may be made.

For rates of tuition, see page 26.

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Valuable as these special courses are in exceptional cases, it would be better for the large majority of scholars who are of the ordinary age for school life to take the regular course. For reasons showing how important it is for boys intended for business to have as broad a training as possible, see pages 42-44.

## HEALTH.

SEE page 126 *about the care for health in the Primary Department, as those statements apply in substance to every part of the Upper Department.*

Reference has already been made to the fact that the full course of study is a positive benefit to most pupils in regard to their bodily health, and that there is a reduced course sufficiently flexible in its requirements to be adapted to delicate students of any age. (See pages 28, 32, 56, 61.)

A very large majority of the pupils are in excellent health. New scholars often enter by order of their family physician, and, in consequence of the precautions and watchfulness of the school in the ways mentioned in this chapter and the one following, they are generally able in a few weeks to do the full work of their class, without injury to health.

On page 99 it is mentioned that there is no class-rank to cause feverishness and worry.

On page 114 it is shown that pupils who care for prizes can win them by examinations instead of recitations. This way also gives a fair chance to pupils who are absent occasionally on account of illness.

**DRAINAGE.**—The thorough manner in which the house was built is not considered a reason for trusting to probabilities; but the plumbing, drainage, etc., are examined several times a year by a sanitary expert.

**VENTILATION.**—Such ill success has attended the attempts to ventilate most public buildings that it has been almost doubted whether ventilation is a possible thing. The question has been solved, however, by

the expenditure of sufficient money, at the right stage of building, to construct proper apparatus, and by constant watchfulness afterwards. A visit to some of the rooms of the building, after several hours' occupancy, will be more convincing on this head than pages of description, and all interested in the subject are invited to put the ventilation to this test.

WARMTH.—The heating apparatus, also, does its work admirably; giving an equal and full supply of moderately heated fresh air in all parts of the building, and at all times of the session. In cold weather, the scholars do not have to wait an hour for the rooms to be warmed; but the thermometer is at  $68^{\circ}$  when school begins, and the temperature seldom varies over two degrees during the day. If by any accident the temperature of a room has not reached a healthful degree, such room is not used. One secret of success here is a sufficient outlay of both money and personal trouble. Without these, the present state of science cannot furnish comfortable heating or efficient ventilation.

DRYNESS is made certain by keeping the fires burning day and night, not only during term time, but through the vacations in cold weather and through the last three weeks of the summer vacation. In the warm weather, the heat passes through the seven ventilating shafts during the day, but at night the heat is turned into the building, so that dampness is unknown from the upper floor to the basement.

EYESIGHT AND POSITION.—The furniture was made on a new pattern expressly for the school, under the approval of several eminent physicians. It is believed to be free from tendency to cause spinal troubles, the foundation of which is so often laid in school; and

the desk is so arranged that the slant can be instantly changed from the proper angle for writing to one suitable for reading, so that shoulders and eyes may be kept in proper position. In all the rooms the light comes from the left or back during study hours; and not only are the walls so tinted as to prevent glare, but the different rooms have different tints, which afford rest to the eye in the hourly change of classes.

When there is any peculiarity about the eye requiring special care, it is well to bring written directions from an oculist.

Notwithstanding the interest aroused both in Europe and America in the investigations by Dr. B. JOY JEFFRIES in regard to color blindness, Chauncy-Hall was the first private school to call upon him professionally for an examination of its pupils.

**SUNSHINE.**—In many large school-houses, some classes remain for several successive months in rooms where no sunshine can enter; but the classes here are so arranged that every pupil spends part of every day in a sunshiny room.

This change of rooms is also valuable in affording exercise and change of position. There are many children so constituted that both mind and eye are refreshed by being in several rooms in the course of a day and by reciting to different teachers.

The experience of more than half a century may be worth something in considering the question of

**SCHOOL HOURS AND OUT-OF-SCHOOL STUDY.**—For the delicacy of health of many children to-day, one cause is often said to be "studying too hard" or "studying at home." In the same connection it is often alleged that in former times health was more

robust. This is an open question when applied to the majority; but even if it were an established fact, it should not be forgotten that school requirements were formerly greater than now.

Forty years ago, school sessions occupied from thirty to thirty-three hours a week. All pupils who were looking for anything more than a narrow education studied out of school from two to three hours a day. Vacations were only five or six weeks in a year. But now the sessions at Chauncy Hall are twenty-five hours a week, of which two-and-a-half hours are spent in military drill or calisthenics; there is a daily recess of half an hour; and the vacations have increased to thirteen weeks or more.

Further, European children are often mentioned as enjoying better health than Americans. Yet in the schools of France, Switzerland, and Germany, the study hours are longer than here; while the vacations are short, and long lessons are assigned for vacation study. But a European boy or girl is not allowed to be out two or three times a week till midnight, at parties or the theatre, or to sit up late at home, or to regulate food, clothing, or exercise by personal caprice.

Parents need not fear bad results of study in itself, if they will keep us informed of the appearance of their children at home, so that, in special cases, special adjustments of the school programme may be made.

The few cases of downright injury that have occurred were where *parents paid no attention to earnest warnings from the school* that their children were going too fast; but the majority of healthy scholars are less likely to suffer from over-study than from bad habits brought on by indolence. One of the most thoughtful observers in the country, Prof. Wm. T.

HARRIS, has said, "In five cases out of six, more likely in nine out of ten, there is more underwork than overwork." The career of many hundred pupils has been carefully watched, and it is found, as a rule, that the hard workers become healthy adults, whether their attention is turned to letters or to business.

GYMNASIUM.—The large and airy gymnasium of the Institute of Technology is open to members of the Upper Department.

LUNCHEONS.—These still demand much more careful attention than they receive from some families.

Scholars who live near the school-house are encouraged to go home for lunch; many who live at a distance bring the best food possible under the circumstances, that which is put up at home under their mothers' supervision; others have a warm lunch or an early dinner at one of the hotels or cafés near the school; but the number who have nothing, or chiefly pastry worse than nothing, is large enough to cause grave anxiety.

It is of comparatively little use to reduce after-school detentions to the lowest point consistent with discipline and thoroughness, as mentioned on page 106, and to arrange for varied lessons, frequent changes of position, softened light, proper attitude, even temperature, and pure air, if health is constantly undermined by inattention to food.

Any pupil who finds any lunch time all occupied by extra recitations *must immediately report the case* to his Superintendent or to one of the Principals, and arrangements will at once be made for him.

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ATTENTION is called to the special care of the health of GIRLS (see pages 57-58), and of LITTLE CHILDREN (see page 126).

## SINGLE SESSIONS.

[The following statements appear in other parts of the catalogue, but are brought together here as a convenient way of calling the attention of persons who fear the effect of single sessions.]

BESIDES the unusual care taken about ventilation, light, positions, luncheons, &c., as mentioned in the previous chapter, and about detentions on pages 106, 107, it has been a constant aim

### TO OBVIATE THE EVILS OF A SINGLE SESSION.

Within the last few years many parents have recognized this effort, either in person or by letter; but as some are probably not acquainted with what is done, attention is called to the following arrangements. Any one of these taken alone may seem but a slight thing; but in the aggregate they so far remedy the defects that naturally pertain to a single session as to make it, so far as the members of this school are concerned, more desirable than two sessions.

#### *Drill,*

Military for the boys, calisthenic for the girls, affords an admirable exercise; as it is not put at the end of the day's work, but is at noon, so that the scholars come back refreshed and invigorated, and the remainder of the session, instead of being an hour of weariness and lassitude, is nearly as good as the earlier hours.

*Recess*

Is half an hour long, thus allowing time not only for lunch but for some active game. Out-of-town scholars who get a warm dinner at a café are allowed extra time, so that they need not eat in a hurry.

As two-and-a-half hours a week are given to drill or calisthenics, recess and drill added together make five hours of school time each week which are free from study. In addition to the regular recess, an extra recess of fifteen to thirty minutes is often given to those scholars whose lessons are satisfactory. The lower classes are often dismissed earlier than the upper classes. In most cases the scholars have

*Change of Rooms every forty-five minutes.*

This movement is a decided relief, particularly as it is not done in "tip-toeing silence," but in a natural manner. It also affords rest through the pictures, tinting, and fittings, in which each room differs from every other.

*Lunch may be taken at home*

By scholars living near the school, provided they bring in the first place a note from home and afterwards give daily notice themselves, to their Superintendent. Under the same conditions, if their lessons close early they may break the session to dine at home and return to study in the afternoon; but they must report themselves to their Superintendent promptly on return, and work under his direction until time for their dismissal.

When it is desirable to lessen the number of study hours,

*Children may remain two years in their present English Class (see page 32).*

In some cases this is for the purpose of paying extra attention to languages or music; in others, on account of a delicacy of organization which will not admit of out-of-school study.

But as the large majority of scholars are doing the regular school work for which *daily home study is indispensable*, parents, particularly of those in the lower classes, are requested to notice that many hours assigned for class work, on the programme, are occupied with lessons on which no previous study has been spent. Among these exercises are drawing, penmanship, and singing; lectures on different subjects; oral instruction in natural science and in American history; calisthenics and military drill.

The abstracts of authors, in the upper classes, replace the literature lessons otherwise due on those days, so that the number of recitations is not increased. Parents are reminded also that

### *The Mathematical Course*

is arranged to press very lightly on young pupils.

Many years ago, the School began to transfer some of the arithmetical work from the Grammar-School Department to the High School, especially those subjects requiring reasoning. The change was slowly made, and the effect of the step was carefully noted. It was found that the younger pupils were relieved of much care and worry, and that, as they grew older and at last went into business, or entered College or the Institute of Technology, they were no less thor-

oughly prepared than they had been when arithmetic was carried farther in the lower classes.

Still, from time to time, the school has been blamed for not pushing young scholars faster in arithmetic. It is therefore with pleasure that attention is called to the following extract from remarks made by General FRANCIS A. WALKER, President of the Massachusetts Institute of Technology, before the Boston School Board.

“Increasingly, within the last thirty, twenty, and ten years, new studies in great variety have been introduced into our school courses, some of which are better suited for the purpose of intellectual training than arithmetic itself.

“Reverting to the course of study in the primary and grammar schools of Boston, I do not hesitate to say that some of the new subjects of study, if properly pursued, will not only educate to an active exercise of the power of observation; will not only cultivate the power of generalization; will not only afford excellent practice of reasoning in general; but will serve to create the habit of continuous attention as well as, or even better than, mathematics. Certainly the attention given by a class of interested children in the study of natural history, under a good teacher, is far closer and much more truly educational than the attention given by pupils who are driven reluctantly through an arid waste of mathematics. I reach the conclusion, then, that not only the imperative demands upon the time of our pupils, but the character of the subjects of study, new to this age, justifies and requires that the study of arithmetic\* be restricted to that amount which is needed to give facility and accuracy in ordinary arithmetical operations, with a view to the use to which this power is to be put, either in practical life or in subsequent and higher studies.”

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\* *i. e.*, in the primary and grammar schools.

## INDIVIDUAL ATTENTION.

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LETTERS of inquiry are often received in regard to the system of instruction.

Whether the following may be considered by all as "a system" or not, it has proved itself to be a way that makes thinkers, and awakens a desire to seek further culture after leaving school. The only "system" which the school has may be put into these few lines:—

1. Care for the body, so that time may not be lost by headaches, weak eyes, and other ailments that are so often caused or increased by want of attention in school.

2. Taking pains to help parents in keeping their children pure in character and refined in manners.

3. Studying the mental peculiarities of each pupil so that the best training may be applied to each particular case, instead of treating scholars like so many grains of corn in a mill.

4. Having teachers enough to attend to the needs of every pupil.

"Children are treated by a plan which implies that they are alike, but the assumption is not true. They are unlike, the differences among them are great; and when it comes to the processes of education, these differences are fundamental. Children differ widely in their mental faculties, in their capacity of apprehension and retention, in aptitude for different kinds of mental effort, in quickness of perception, in moral sensibility and power of self-restraint, in organic soundness and capability of endurance. To cultivate them

all alike is to do violence to those peculiarities which make up the individuality. They can neither be taught in the same way with the same results, nor plied with the same motives with equal effect, nor subjected to the same degree of strain without injurious consequences."—Editorial in *Popular Science Monthly*.

#### CO-OPERATION OF PARENTS.

Great pains is taken in regard to new comers to record all their peculiarities that can be learned from their parents. These notes are always a great help. But there are cases where the parents are undecided about sending, and no notes are taken. Subsequently the children enter, without our having any clew to their characters. If parents will *make sure* that the peculiarities of their children are understood here, we shall be able to give them much better aid in the education of their children than will otherwise be possible.

See pages 10, 57, 60–61.

Every father and mother, and every other person who has the supervision of a scholar, is earnestly requested to become thoroughly acquainted with the PRIVILEGES, REGULATIONS, &c., on pages 105–108.

#### SCHOOL PROGRAMME.

Soon after the opening of the school year, a printed Order of Exercises, telling, to a minute, the time of recitations, recesses, &c., is sent to each family, *for the use of the parents*, not only that they may know what lessons should be studied on each evening, and when to visit the school to hear particular recitations, but also that they may not ask to have their children dismissed early on days when recitation comes during the last hour (see the first paragraph under "Privileges," on page 105), and may avoid recitation time when they

are obliged to call on their children during school hours merely on business. It shows, also, at what times communication with the school by telephone may most easily and conveniently be made, as explained on page 108.

#### LITTLE MISUNDERSTANDINGS.

Parents are invited to visit the school frequently, and to stay as long as possible. (See page 8.) Their presence is not only a stimulus to their children, but it is a means by which little misunderstandings are cleared up. The number of misstatements about school matters, made by honest, well-meaning scholars, is something incredible to any one but an experienced teacher.

Parents are earnestly requested to inquire *at once* about anything that seems wrong in the school management; and any suggestions they may make in regard to improvements will be gladly received, even if what they propose should not seem expedient for adoption.

The Principals thank, most heartily, those parents who have promptly followed these requests. If every one will take the same course, the efficiency of the school will be much increased.

#### THE "WEDNESDAY HALF-HOUR."

On Wednesdays, from 10.45 to 11.15, there are no regular lessons; but the time is usually occupied by lectures, music, declamations, compositions, or other general exercises. This is an interesting time for visiting the school; as all the pupils may then generally be seen together, and the regular work may be inspected before or after the public hour.

## NATURAL SCIENCE.

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THE school endeavors to meet the growing demand for scientific training with a course of study which aims to give to each student an opportunity to pursue some one branch with special pleasure and profit. The arrangement for the scientific course is meant to correspond with the natural development of a child's mind. In the lowest two classes the science consists of weekly talks on Zoölogy. No text-book is used, it being the object of the lessons to cultivate the perception and observation of the pupils. Children of this age take a lively interest in the animal kingdom, and the amount of intelligence which they display on the subject is surprising. The nearness of the Natural History Rooms makes it possible for some lessons to be given there, with the immense advantage of the rare collection of specimens owned by the Society.

The time devoted to science in the Fourth Class is divided between elementary Botany and Mineralogy, Botany being studied in the spring and autumn, when plants are most available. The growth of the plant is traced from the seed to the fruit, the parts of the flower are learned, different families are studied and compared, and flowers are analyzed.

No text-book is used, but the pupils are required to keep note-books on the topics studied. It is not aimed to give any extensive knowledge of Mineralogy, but to classify and compare the common ores and minerals,

particularly of New England, so that children may feel encouraged to pursue the study farther in later years.

The course in the Third Class consists of talks on elementary subjects in Physiology and Physics, illustrated by experiments. In these informal lessons, the spirit of patient scientific observation and investigation is fostered in the pupils by encouraging them to state any information they may have about the topic for the day; to talk freely about the points that interest them most; to relate the results of their own experimenting; and to ask for explanations of any common phenomena that may puzzle them.

In addition to the regular work done in Physics by the Second Class, which is as much experimental as possible, preparation is made for entrance into Harvard according to the prescribed requirements; and facilities are offered for doing thorough experimental work of a high order, both in Physics and Chemistry. Large additions to the apparatus have recently been made, so that the fitting of boys for college in the scientific department may be thorough and complete. As a special fund has been generously subscribed by friends of the school, this aim can be well accomplished.

#### CHEMISTRY.

The regular First Class have two recitations a week, one of which is entirely devoted to laboratory work; the scholars being obliged to perform the experiments themselves. For this purpose the laboratory is fitted with the necessary conveniences. The course includes simple analytical work as well as experimenting in general chemistry. Besides this, opportunity is offered for extra afternoon practice, and some scholars eagerly avail themselves of this privilege.

## LITERATURE AND ELOCUTION.

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THE school has for many years made the study of English a specialty. In each of the departments of Oral Reading, Declamation, Composition, and Literature, there is much direct training; but a gain of time and effort has been found in a practical recognition of the natural interdependence of all knowledge and the art of suitable expression.

Accordingly, in all the school exercises, the use of good English is required; while a recitation given only "in the words of the book" is rarely accepted. Literature reaches a pupil partly through the oral reading in class, which is generally from standard authors, and partly through the books which are assigned for home perusal, or which, in the youngest classes, are read aloud by the teacher. Much of the elementary training in composition is given by requiring care in all written exercises, and by making such exercises as frequent and as practical as possible.

Beneath all methods is the constant endeavor to cultivate such tastes for "books that are books," and to establish such habits of attentive reading, as will last beyond the brief period of school. Long experience has shown that nothing will ensure this result but the pupil's personal enthusiasm, individual work, and direct familiarity with the masterpieces of literature.

The advantage of combining the pleasures arising from well-selected books with the steady drill necessary for "the art of speaking, reading, and writing correctly" appears in the extra effort voluntarily made by

many pupils. The use of the reference library is steadily increasing; frequently a complete set of an author's works is read, when only one volume has been assigned for study; and in many cases these books are bought.

Before each reading exercise in class, there is generally a quick but comprehensive review of the points of the lesson, by means of questioning every pupil. This tends to secure careful preparation and intelligent inflections. While independence in thought and in style of reading is encouraged, knowledge of the meaning and pronunciation of every word in the portion assigned is strictly required. Individual assistance is given daily, in school hours and before and after school, to any pupil who requests it.

#### GRAMMAR-SCHOOL DEPARTMENT.

The lowest two classes in the Grammar-School Department have reading lessons from the Senior Principal. The regular exercises are varied by selections made by themselves from standard authors, with suitable comment and information given by the teacher. Their direct training in Literature is begun by reading to them at regular periods, every week, selections from Hawthorne's "Tanglewood Tales" and from other simple and spirited versions of mythology, and from the Iliad and Odyssey. These readings are interspersed with explanations and illustrations. Great interest is manifested by the pupils; and their subsequent renderings of the stories, oral or written, often show intelligent and accurate recollection.

In the Fifth Class, "School Days at Rugby," by Thomas Hughes, is used as a reading book. Its vivid description of English school life and customs, illus-

trated at Chauncy Hall by photographs of Rugby itself, awakens in the pupils a lively interest. While this book is admirable for its high moral tone and its elocutionary capabilities, it does not afford sufficient literary training. This defect is remedied by introducing, once a week, selections from standard authors.

In Section B of the Third Class, the study of Scott's Works is begun, both in prose and poetry, and of Lamb's Tales from Shakespeare.

Once a month, each scholar in this class is required to give an abstract of some book, or portion of a book, previously assigned for home reading.

Thus when the pupils are promoted to Section A of the Third Class, in the

#### HIGH-SCHOOL DEPARTMENT,

they are prepared to give increased attention both to literature and to vocal expression.

In the Third and Second Classes, the abstracts just mentioned are continued. In order that too much work shall not be exacted from the pupil, the ordinary reading lesson is omitted on the days when the abstracts are due. Preliminary talks are given about the author and his writings, and the merits and style of the particular book assigned.

The amount to be read for each abstract is varied according to the age and ability of the class. To ensure the best results, a small amount of careful daily reading is urged, in preference to the intermittent reading of larger portions.

The interest taken, by most of the scholars, in this home reading, is mentioned on pages 78-79; but to prevent any excuse through forgetfulness, the dates for abstracts are printed on page 28, and are also on

the "Order of Studies" sent to each family, and on the cards that are furnished for the use of each scholar.

In the Third Class, most of the regular class reading is in Scott's Works. The monthly substitutes are abstracts of the Iliad in English; one or two novels of Scott, Dickens, or Cooper; Longfellow's "Hiawatha;" a book of travels; and whatever else may be best adapted to the average capacity of the class.

In the Second Class, the regular class reading is from Irving's "Sketch Book," and from some of the authors required a year later for admission to college. The monthly substitutes vary according to the average age and development of the class, and according to college requirements, but generally include another book of Irving; two of Shakespeare's plays; a standard novel; one of Prescott's histories (usually "The Conquest of Peru" or "The Conquest of Mexico"), and one of Parkman's histories; Macaulay's "Lays of Ancient Rome;" some of Longfellow's longer poems; and a noted biography, as of Franklin or Washington.

In the First Class, the main work is the preparatory course required for admission to Harvard in the current year. This is taken not only by pupils fitting for college, but also by those preparing to go directly into business, and those who have not decided on any particular course in life. Thus the latter pupils have the benefit of full preparation for college in the line of English Literature; and the smaller number of college candidates have the stimulus of the different opinions and earnest discussions that are brought out in a large class in this particular study.

For 1890-91, the course for entrance to Harvard is as follows:—Shakespeare's Julius Cæsar and Merchant of Venice; Coleridge's Ancient Mariner; Longfel-

low's *Evangeline*; Macaulay's *Essay on Lord Clive*; Webster's first *Bunker Hill Oration*; Irving's *Alhambra*; Scott's *Old Mortality*; George Eliot's *Silas Marner*; Hawthorne's *House of the Seven Gables*.

Besides the Harvard preparatory course, other readings are also assigned, which usually comprise one or two of Shakespeare's Plays, the *Æneid* in English, some noted essay, and poems of Chaucer and Tennyson. The Shakespeare in the Harvard course is read aloud in class, throughout the year. Other authors are taken up in class discussions or in the form of "abstracts." In addition, two lessons a week, for half the year, are given to English Literature, in a more general survey.

There is a course in Literature arranged especially to meet the needs of Post-Graduates, who may be graduates of this school or of high schools. Other special students frequently join this class, among whom are often young ladies from eighteen to twenty years of age.

Students who wish to pay particular attention to Literature can devote all their time to that subject, taking the entire reading of the First and Post-Graduate Classes, with the addition of part of the work in the Second and Third Classes.

In all classes, abundant individual help is given by the teachers, both in and out of school hours, in leading the student to a clear understanding of the author, and in hearing rehearsals of the passages that are to be read aloud in class.

This private assistance is a great help even to the keenest intellects and the best natural readers; while it is invaluable to those students who are not fond of literary studies, or who are faulty in articulation or expression.

In all classes there are regular examinations in reading, of such a character as to test both the elocutionary attainments and the literary knowledge of each pupil.

By vote of the Trustees of the Boston Public Library, non-resident members of the First Class and Post-Graduate Class of Chauncy-Hall School are allowed to take from the library such books as are in the line of their school work. This privilege is of great advantage to students of literary or scientific tastes; as the library contains over 500,000 volumes, and its reading room is supplied with the best literary and scientific periodicals of Europe and America.

#### COMPOSITION.

From the youngest class (the Seventh), formal compositions are not required; but exercises are given almost every day in sentence writing, with attention to punctuation and the use of capitals, as preparation for the compositions which are required from all the other classes at stated times and on fixed subjects. All the dates for these regular compositions are announced at the beginning of the school year (both in the catalogue and in the printed programmes); and the subjects are assigned by classes, from three to four weeks before the compositions become due.

The subjects are selected with great care and are adapted to the capacity of the respective classes. Those chosen for the younger pupils are subjects of which they are certain to have some knowledge, so that their earlier work may be concentrated on gaining facility of expression. By this method they are able to write with sufficient success to be encouraged for future attempts. The older classes have a greater variety of subjects, many of which are connected with their les-

sons in literature or history and call for an expression of individual thought.

Whenever a subject involves the statement of such facts as might be gleaned from an encyclopædia, the composition is written in school, under the immediate supervision of a teacher. Even with other subjects, compositions are occasionally written in school, in order to promote readiness in writing.

After a composition has been examined by the teacher, and its errors indicated in a personal talk with its writer, it is returned to the pupil for correction, after which it must be shown again to the teacher.

In the Grammar-School classes, Composition and Grammar, as a general rule, are taught by the same person, so that the two studies are made complementary to each other. In both the Grammar-School and High-School Departments, each class meets the Composition teacher once a week, for general criticism and assistance.

Practice in letter writing is made an important feature of the general work.

#### DECLAMATION.

In this study, a beginning is made gently with the youngest pupils, as a class exercise, with careful and encouraging *instruction*. Everything possible is done to assist pupils in their preparation, and to interest them in learning how to manage voice and body to give the expression desired. An abundance of private help is given, both in and out of school, and the lower classes have, in addition, stated rehearsals in school hours.

Criticisms, *pro* and *con*, from the class and then from the teacher, often follow a declamation, and are given and taken with kindness and evident profit.

The younger pupils have both rehearsals and final declamations in an ordinary class room by themselves ; but as they advance in age and attainments, they are promoted to larger rooms with additional listeners.

A pupil who is very shy or nervous is allowed to declaim in private, until he has gained sufficient confidence to appear before his class ; but it is seldom that this privilege has to be continued long.

The girls usually declaim by themselves. Otherwise they are under the same regulations in this study as boys, except that they are allowed a larger proportion of metrical recitations.

At each declamation the "piece" to be spoken the next time must be shown to the teacher and its title recorded. No change is allowed without a week's notice to the teacher. This secures care in selection, and tends to promote memorizing in good season.

Written notification of the dates when declamations are due is kept conspicuously posted in the school hall for a month or more in advance.

Great interest in elocution is taken by the large majority of pupils, and during the last few years this has been shown to an unusual degree in the great number of applications for parts at the annual exhibitions (see page 101), and in the increasing number of voluntary private rehearsals, for regular class reading as well as for declamations.

For the gold medal for Declamation, from the Class Association of 1885, see pages 117, 119, 102.

Among the graduates of the school who have excelled in elocutionary work are Mr. Howard M. Ticknor, now instructor in Brown University, Mr. Franklin H. Sargent, director of the American Academy of the Dramatic Arts in New York, and Mr. George Riddle, Shakespearian reader.

## MILITARY DRILL.

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Boys are not allowed to bring notes of excuse on account of a temporary ailment or lameness. They may state their own cases and will be excused if necessary. The following are the only reasons accepted for permanent omission of Drill:—Conscientious scruples against bearing arms; permanent lameness; physician's certificate of inability; being over twenty-one years of age; being an alien, residing here temporarily; having been major not less than a year in some battalion of good standing. In addition to the above exceptions, boys who are taking the two years' course in the Seventh Class (see p. 32) may omit Drill the first year if the parents send request in writing; but, as every omission hinders their acquiring the proficiency which will be so valuable when a little older, it is hoped that very few parents will make such a request.

Every boy excused from Drill, and every girl excused from Calisthenics or Vocal Culture, either permanently or temporarily, will go at the drill hour to an appointed room, and pass the allotted time in study unless other duties are assigned.

Any scholar permanently excused, who is a candidate for a medal, must make special arrangements at the beginning of the calendar year.

Every boy must be furnished with a drill jacket and cap, and with a pair of military gloves, when assigned to a company. **The jacket and cap must be distinctly marked with the owner's name.**

THE question of the worth of military drill in schools still attracts public attention from time to time, now turning on its strictly military value as preparation for actual service, and now on its effects upon physical development.

But the standpoint of the schools is neither exclusively military nor exclusively hygienic. Considered as part of an educational course, the value of drill lies in its particular combination of physical and mental

training, in conveniently practicable form, for which no substitute has thus far been offered.

Its discipline, so far as it goes, embodies the essential features of actual military service, which are concentrated attention, prompt and unquestioning obedience, alertness, and precision of movement.

The intrinsic educational value of such training was recognized by the Committee of Public Service of the Massachusetts Legislature four years ago, in the proposition recommended by them substantially as follows :—

To allow on civil service examinations a certain number of credits for such candidates as have served in the army, upon the reasonable theory that the discipline of military service is itself a kind of education which gives a man power and aptitude for usefulness in the civil service.

An issue of the *Boston Courier* thus closes a report of a meeting of the Suffolk District Medical Society, held for the discussion of this subject :—

“For convenience of execution, economy of detail, excellent moral effect upon the boys, acceptability to the participants, and relative freedom from danger, the school drill has proved itself a success, and seems destined to stay.”

In drill, as in other matters, the aim of this school is to preserve the good features, and to eliminate those which are objectionable. In some schools, young boys have no doubt received more harm than benefit from drill, because they have used guns that were too heavy ; but for several years the young boys of this school have had guns weighing but three-and-a-half pounds, so that all such danger of overtaxing the strength is obviated.

The drill affords excellent but not violent exercise, at that time of day when the mind begins to grow

weary with continued application. By its discipline, boys learn to walk more erect, to hold the head and shoulders in the proper position at all times, and thus to breathe better. It counteracts the tendency to become round-shouldered and to walk with a languid gait, so often observed at the period of rapid growth, especially in close students. In suitable weather, it is sometimes held out-of-doors ; and the short walk or run from the school-house to the drill hall of the Institute of Technology is itself a benefit.

The officers of the battalion are boys who have risen to their respective positions by their gentlemanly manners, obedience to orders, power of command, practical knowledge of the duties of a soldier, and good knowledge of the tactics through the school of the battalion, tested by carefully prepared and difficult examinations.

The care taken in the selection of officers has brought them to such a degree of proficiency that they are capable of taking almost the entire charge of the drill. They are made responsible for the amount and quality of the work done, and meet the requirements of their position with great fidelity.

Privates of not less than a year's service, who are eligible by their proficiency in the manual of arms and their steadiness while on duty, are appointed to be corporals, after a written examination on the tactics. The corporals, by examination, are appointed to be sergeants, and are ranked according to their knowledge of the tactics and their skill in its application.

All the sergeants, except those appointed within three months, are allowed to present themselves for written examination when there are vacancies to be filled among the commissioned officers ; and those most competent

to fill the places are selected. In this way, a practical acquaintance with the duties of the lower grades and a reasonable amount of theoretical knowledge are ensured in the case of each sergeant promoted; and the good results of this appear in the prompt and accurate execution of the military work. Whenever a position becomes vacant, there is some one, already partially trained, ready to fill it at once; and in this way much more can be accomplished than when it is necessary to instruct the entire body of officers afresh at the beginning of each year.

According to this competitive system, it sometimes happens that members of the First Class in school are out-ranked in the battalion by some members of lower classes, who have been unusually attentive to drill, or who by nature have especial aptitude for it. The drill has been of service in developing this aptitude in some boys who had shown but little interest in books, by giving them an opportunity to excel in something. After such a boy's ambition has been thus stirred, and his manliness has been aroused by the responsibilities gladly assumed by him as an officer, a marked reëction on his character as a student often takes place.

Commissions are given on Promotion Day to those officers only who have done a fair year's work in the First Class, and whose conduct has been satisfactory. For list of June 14, 1889, see page 111.

While only fair proficiency in scholarship is required for military promotions, *manners and habits are important elements* in deciding the position which an officer may take; and should he be so unfortunate as to be guilty of "conduct unbecoming an officer and a gentleman," such as is mentioned on page 112 as deserving a zero mark in conduct, he would be at once

suspended from his office, and in all probability would be reduced to the ranks.

It is intended to have a corps of officers of such character and ability that teachers, scholars, parents, and graduates can speak of them with pride.

*Chauncy Hall was the first school of any kind in Boston to introduce military drill into its regular programme.*

The drill is a help to students intended for the Institute of Technology, as it often lightens their military work in that institution. (See page 50.)

At the competitive drill held in Winslow's Skating Rink, May 17, 1889, from a squad made up of sergeants, corporals, and privates, the three prize medals, all of equal grade, were won by the following:

Corporal WILLIAM REED HILL, Co. B,  
Corporal KURT LISTEMANN, Co. C,  
Sergeant Major GORDON MUNROE KEATING.

The colors were adjudged for the coming year to  
COMPANY B (EDWARD CHAMBERLIN BRADLEE, Captain).

For the sergeants' medal, from the Class of 1876, awarded at the annual exhibition, see pages 117, 119.

The battalion movements are under the charge of Major GEORGE H. BENYON, of the Fifth Regiment of Infantry, M. V. M.

# Roster of Chauncy-Hall Battalion.

MAY, 1890.

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*Major*, E. C. BRADLEE.

*Adjutant*, F. E. PARLIN.

*Quartermaster*, H. O. MAYO.

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Company A.	Company C.	Company D.	Company B.
<i>Capt.</i> W. T. WONSON.	<i>Capt.</i> W. A. WILSON.	<i>Capt.</i> E. A. KNUDSEN.	<i>Capt.</i> T. J. CUSHING.
1 <i>Lt.</i> H. H. JOHNSON.	1 <i>Lt.</i> M. W. WHITNEY, JR.	1 <i>Lt.</i> J. S. HART.	1 <i>Lt.</i> A. S. KNUDSEN.
2 <i>Lt.</i> H. H. PAGE.	2 <i>Lt.</i> O. C. HERING.	2 <i>Lt.</i> R. W. CUNNINGHAM.	2 <i>Lt.</i> W. N. DECKER.

*Sergeant Major*, E. O. KENNEY.

1 <i>Ser.</i> W. C. BRADY.	1 <i>Ser.</i> G. C. COLBURN.	1 <i>Ser.</i> W. A. D. DUTCHER.	1 <i>Ser.</i> A. C. ALDRICH.
2 <i>Ser.</i> A. C. ANDREWS,	2 <i>Ser.</i> E. MOTT-SMITH.	2 <i>Ser.</i> Z. B. ADAMS, JR.	2 <i>Ser.</i> C. H. MACOMBER.

## REPORTS, EXAMINATIONS, ETC.

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REPORTS of two kinds are furnished ; the one giving written examinations, and the other giving recitations.

### REPORTS OF WRITTEN EXAMINATIONS.

Reports which contain the results of written examinations in all the studies pursued are sent home for all scholars, regular or special. By these it will be easy to see the proficiency of the scholar, not only in any particular branch of study but in his work as a whole. These reports are to be retained by the parents.

For parents who wish more minute information than is given in these reports of written examinations,

### WEEKLY REPORTS

Will be made *when requested*. Parents who wish for such reports will *send written word* which they choose of the two ways mentioned on the next page.

All claims for prizes given by the school are proved entirely or in part by the *weekly* reports, which must be brought in by the scholar at the end of the year, as explained in the chapter on "Medals," p. 112.

These reports contain a record of *each separate lesson*. They are prepared with much labor, receive regular oversight and frequent comment, and are the chief means of communication with parents. It is not claimed that every mark is precisely right. An

idle but quick-witted pupil may get a higher mark than he deserves, while a classmate who has made faithful preparation may be confused in recitation and not do himself justice. But the average of a week's marks gives very nearly the results of study or negligence. Inability to learn readily to spell or write, to cipher or compose, or neglect to use the ability, may be read in a series of low or moderate marks for such exercises. A parent can decide, from his knowledge of home habits, the cause to which the poor result is due. A series of unsatisfactory marks in deportment shows a disregard of good manners, and calls for parental warning and advice. The reports speak more plainly and regularly than we can, and often tell truths that might be unpleasant for us to tell. If their general drift and tendency are noticed, and home habits of study are taken into consideration, it will not be difficult for parents to mete out appropriate comment or advice; but if pupils find that but little home attention is given to reports, remissness in school duties is more liable to appear.

If parents value weekly reports, the school is perfectly willing to be at the great trouble and the considerable expense required for their preparation; but it cannot be burdened with undue care for their return to the school.

Therefore, parents who wish for weekly reports will decide which they prefer of the following

#### TWO WAYS OF SENDING REPORTS.

*First.*—Reports to be *sent by mail*, in directed and stamped envelopes furnished by parents, *without any obligation of being returned to school*. Parents who prefer not to furnish such envelopes can have reports sent by mail for \$1.50 a year; this charge being not for reports, but for the extra expense and trouble caused by not sending by the scholars.

*Second.*—Reports to be sent home by the pupils, to be signed by the parents and returned to school during the following week.

An account of returned reports to be taken every Friday. If, in course of a half-year, five instances occur of neglect of any one pupil to bring a report during the school week when it is due, the weekly report for that pupil will stop at once on the fifth failure, and no more reports will be furnished for that half year, except on a written order from the parents for reports to be sent by the *First Way*. Reports will then be sent by mail, and need not be returned to school.

The school records are to be the only authority in regard to issue or return of reports.

#### WRITTEN EXAMINATIONS

Give completeness, not only to the knowledge which the teacher has of the scholar's acquirements, but also to the scholar's knowledge of himself. They determine largely his fitness for promotion at the end of the year. For a teacher to rely entirely upon his own judgment in selecting individuals as capable of advancement to a higher class is both difficult and disagreeable; since errors may be made and personal motives suspected. Under such a mode of selection, some pupils would be retained in classes whose studies they were incapable of mastering, and would be dragged along as so much dead weight, gaining but little benefit themselves and hindering the advancement of others. To keep any one in such a position is a false kindness, and is destructive of all solid scholarship or real advancement. Tests, suited to the average intellect and progress and judiciously applied, tell the scholar himself, as well as his friends, exactly where he stands; and, with common good sense, he will quickly acquiesce in their revelations and take a lower place, or will make a degree of effort that, at a subsequent examination, will enable him to gain the percentage required for promotion with his class.

## ABSENCE FROM EXAMINATIONS.

In order to ensure punctual attendance, public notice of examinations is sometimes given three days in advance. When such notice is given, no excuse but illness is accepted for absence; and if an examination interferes with another exercise, the pupil must make arrangements with the teacher of such exercise, at least one day in advance, so that he can be present at the whole of the examination.

No person but a teacher can have any idea of the care and time required in preparing a set of examination questions. A set cannot be used twice the same year, and only very rarely can it ever be used again. It is a severe tax on the teacher to hold a special examination for the pupils who are absent through illness, but it is a duty cheerfully performed. If, however, a pupil is absent on the appointed day for *any reason except illness*, a special examination will be held for him, for which a fee of two dollars will be charged, as stated on page 25. This fee will go to the teacher who has the extra trouble.

When practicable, examinations are given without previous notice; as pupils are expected to hold themselves in readiness at all times to submit to written tests of their acquirements, without the opportunity to do special cramming for a special occasion,—a pernicious practice, which should be discouraged in every possible way. In such cases the teacher will arrange for “interferences,” and, of course, no charge will be made to absentees.

Necessary as examinations are to the thoroughness of any school, they are apt to be attended by two evils; a striving for class rank, and a strain upon mind and

body from too many hours of examination in one day. But great care about hours is taken at this school, an examination coming, when practicable, at the regular time of the lesson ; and it has no class rank.

Objections are sometimes made, nowadays, to all systems of marking or examination ; but no substitute for these has yet been found which gives so readily to parents the information about their children which it is their right to have. A careful daily record of every scholar is kept here, which is open to the inspection of parents, and copies of this record are sent to them weekly, when requested. (See "Reports," page 92.)

#### ASSISTANCE ON DIFFICULT POINTS.

The explanations in all departments are intended to be so full and thorough that they can be followed by any attentive pupil of ordinary capacity.

In almost all classes in all schools, there are scholars who, either from slowness of thought or from want of concentration, leave the recitation room with only a partial understanding of the matter under consideration. At Chauncy Hall, additional assistance can usually be given during school hours by some member of the large corps of extra teachers\* ; and similar aid can also be had out of school, morning or afternoon, from the regular teachers, who make specialties of their respective branches, and who will cheerfully give for the asking whatever time may be necessary.

Parents of such children can do them invaluable service by studying carefully their weekly reports, and

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\* During the present year, 1889-90, through all the school hours, from two to six persons have generally been ready to give help.

by encouraging them to make the most of the opportunities which the school affords.

No easier road to thorough knowledge on any subject has been discovered than that of persistent and careful labor. The teachers will do their utmost towards opening and smoothing the paths to learning; but the scholars must apply their own powers to advancing upon these and conquering the difficulties for themselves. Most of the teachers are at their posts until after three o'clock, several of them until after four, and it is very interesting on some afternoons to go through the rooms and see the variety of aid that is given.

One pupil is getting an explanation in Physics; another is gaining a clearer idea of the subjunctive in Latin, or of a conditional sentence in Greek; the Book-keeper is finding why his trial balance is wrong; and the student in Modern Languages is learning how to correct for himself the faults in his last "theme"; but the largest number of workers is usually found in the Mathematical department, solving the next day's problem in Geometry, Arithmetic, or Algebra. Besides such pupils, the student ambitious for a part in the next winter's exhibition may be rehearsing his regular declamation; or another may be availing himself of extra help and criticism in his reading lesson in Shakespeare, Irving, or Scott.

Unfortunately, however, only a minority of the scholars avail themselves of the advantages so abundantly provided. There are pupils in school who sadly need help, but who never come for it; and we have been told repeatedly by parents who have sent children here for years that nothing had ever been mentioned at home about these afternoon arrangements.

The request, reiterated on page 107, is made here,

that parents generally refuse to help their children in mathematics. When they are paying tuition bills at a private school they should be relieved of such a care. For most children in some studies, particularly in Composition, Abstract of Authors, and Declamation (see page 107), parental care and oversight are necessary, and in these generally can be given without much fatigue; but the father who comes home tired from business cares, or the mother who is weary from her duties, finds it a great trial of patience to spend part of every evening in explaining arithmetic; and unless the parent has had professional training as a teacher, the aid may be of but temporary benefit.

#### HEEDLESS CHILDREN

Sometimes enter the school, who, either from natural carelessness or want of previous training, cannot, even with the best intentions, undertake at once, or even within the first year, the full work of the average scholar, and fall into the regular and careful habits which are so important for the best development. If so much is required of them at first, they may easily become irritable or discouraged. Such children can, usually, be led into good habits if, for a year or two, less than the average work is exacted of them, while what they are required to do is rigorously insisted upon. Gradually finding that they can do *something* as well as other scholars, they are encouraged to persevere and do more. Such a youth can often obtain a good education by remaining at school a year or two longer than the usual time; when he will be able to begin a business life not only with a good knowledge of some things, but with a general improvement in habits which will be of incalculable advantage.

For such pupils, at the beginning of their school life here, the two years' course is recommended which is described on page 32.

#### CLASS RANK.

Under the regulations about medals, on page 112, it will be seen that care is taken not to excite improper emulation. For the same reason, no use is made of class rank. Backward pupils are discouraged by frequent reminders that they cannot do for a long time, if ever, what others do now with ease; while quick pupils are liable to form feverish habits of mind, and to act from improper motives, if they are stimulated to vie unduly with each other. The method of the school is to demand, from each individual, work sufficiently hard to develop both mind and body; and at the same time, so to arrange the order of lessons that the different studies may relieve one another.

#### LECTURES.

In the "Wednesday half-hour" described on page 75, lectures are frequently given, sometimes by the teachers and sometimes by outside friends. A partial list for the current year may be found on page 15.

#### EXHIBITIONS

Have been held annually for more than sixty years. They give much pleasure to a very large majority of pupils and parents, and are managed with great care to avoid the objections often justly made against such public exercises.

One of the objections to school exhibitions, as stated in print by a prominent physician, is that "the whole work of exhibitions and the preparations for them come at the end of the winter's labor and in the hottest

weather," involving "extra strain." But the annual exhibition of this school always takes place but a few weeks after the Christmas holidays, when both the weather and the pupils' condition are most favorable.

Nothing is obligatory on any pupil except to be present in his assigned seat as he would be on any other school day. The parts are all taken by volunteers. The exercises are so varied that it is very easy for any steady, industrious pupil to obtain some part, and if he has taken unusual pains with elocution during the year he is allowed more than one part. During preparation, the regular work is interfered with as little as possible. If it is found that any pupil neglects at this time any of his usual studies, his part for Exhibition, if he has one, is taken away.

Should there happen to be parents who do not approve of exhibitions even in the way these are conducted here, they have only to keep their children at home on that day and send the customary note of excuse for absence.

Of course, on Exhibition Day, and on the previous day when the general rehearsal takes place, there are no recitations; but the exercises on those days have their own educational value, in inculcating good manners, perfect order, promptness, and self-reliance.

A circular giving full particulars about seats, tickets, and other matters on which information may be desired is sent in advance of each Exhibition, to every family connected with the school.

As most of the seats are reserved for the parents and friends of the pupils, and for such graduates as are invited, the receipts are small. They are devoted, without any deduction for expenses, to the purchase of reference books, maps, and pictures.

The former members who were invited to the last Exhibition were those who had ever taken any prize in the High-School Department; or who had attended at least a full year before 1874; or who, since 1874, had been in the First Class a full year; or who, before July, 1882, were in the High-School Department two years; or who were members of any of the three Associations known as "Thayer," "Chauncy Hall," and "Class of 1876"; or who were officers of other Class Associations.

For several years there has been a steady increase of interest in the Exhibition. Many more pupils have applied for single recitations than the time has allowed. At each of the last six Exhibitions, more than one hundred different pupils had parts, either elocutionary or military.

The band of music at the Exhibition is furnished by the pupils, as is customary in other schools.

The programme of the last Exhibition is given on the next page. The list of medals and other prizes awarded on that day may be found on page 118. For requirements for these prizes, see page 112.



10. READING, by members of the Primary Department.

**The Pony Engine and the Pacific Express.**—(Adapted from WILLIAM DEAN HOWELLS, in *Harper's Young People*.)

Sarah L. Cowan,	R. B. Wesley,	H. S. Allen,
L. D. Somers,	P. P. Russ,	C. E. Watkins,
F. W. Newhall,	W. P. Sawyer,	K. W. Endres,
Ellen M. Huntington,	L. B. Hayes,	Ariel Burton,
P. E. Brooks,	J. S. Pitkin,	Marion C. Treworgy,
Carrie Louise Parker,	Annie Alice F. Gray,	F. N. Arnold,
Adele M. C. Biewend,	T. C. Haffenreffer,	Clara May Haskell.
H. R. Woolf,	E. B. Rice,	

[Arranged in order from stage right.—Conducted by  
2d Lt. OSWALD C. HERING.]

11. DECLAMATION, . . . . . HARRY OTIS MAYO.

**The Army of the Potomac.**—(*The Century Magazine*.)

12. COMPETITIVE DRILL, by Sergeants, for medal offered by Class of 1876.

W. C. Brady,	G. C. Colburn,	C. H. Macomber,
A. C. Andrews,	A. C. Aldrich,	R. W. Cunuiugham.

[Arranged in order from stage right.—Commanded by  
Capt. WAVERLEY T. WONSON.]

13. READING, by members of the Fourth and Third (B) Classes.

**The Slide Down the Mountain.**—(*The Sheltering Arms*.)

A. E. Tenny,	Elisa H. Cushing,	S. H. Sweatt,
W. R. Frampton,	Jennie C. Clark,	M. B. McCrillis,
H. Clapp,	Annie S. Forsaith,	H. L. Smith,
C. P. Guilford,	Ruth Horton,	J. W. Walker,
C. G. Herbert,	May H. Mott-Smith,	S. E. Sewall,
H. W. Wellington, Jr.,	Martlia A. Wyman,	R. A. Reckard,
E. F. Russ,	Emma E. Bates,	T. O. Paige,
H. L. Shattuck,	H. Mabel Martin,	J. H. Wood,
F. H. Twombly,	Alice L. Haffenreffer,	C. P. Woodbury,
B. Williams,	Blanche F. Kingsley,	H. R. Noble,
R. M. Tennev.	Grace P. Bennett,	M. C. Mott-Smith,
Gwendoline Woodbury,	Charlotte Z. Mahn,	E. L. Frampton.

[Arranged in order from stage right.—Conducted by  
Capt. ERIC A. KNUDSEN.]

14. RECITATION, . . . . . LENA MILLER TWOMBLY.

**Czar Ivan's Temple.**—(FOLGER MC KINSEY, in  
*Boston Evening Transcript*.)

15. RECITATION, . . . . . EDWARD CHAMBERLIN BRADLEE.

**How they Told the King of His Son's Death.**—(An Icelandic Legend. Written for the occasion by HERBERT BATES,  
Class of 1886.)

16. RECITATION, . . . . . SARAH LOUISE COWAN.

**"The Gobble-ums 'ill Git Yer."**—(JAMES WHITCOMB RILEY.)

17. READING, by members of the Second Class.

**The Battle of Borodino.**—(From "*Peace and War.*"—TOLSTÖI.)

W. A. D. Dutcher,	W. D. Walker,	A. S. Knudsen,
F. W. D. Dunklee,	Edith A. Richardson,	B. Wyman,
W. C. Mason,	Grace A. Robinson,	E. O. Kenney,
C. E. Woodward,	Mary E. Handy,	J. H. Smith,
C. H. Macomber,	Mary L. Skinner,	J. H. Campbell,
L. W. Bates,	Amy C. Jones,	S. A. Hammond,
M. Ellis, Jr.,	W. C. Burton,	R. S. Redfield.

[Arranged in order from stage right.—Conducted by  
Capt. THOMAS J. CUSHING.]

18. DECLAMATION, . . . . . GEORGE CLEMENT COLBURN.

**The Tariff on Books.**—(WILLIAM EVERETT.)

19. GERMAN RECITATION, . . . . . ELISA HARRIET CUSHING.

**Der Peter in der Fremde.**—(EBERHARD, after GRUEBEL.)

20. RECITATION, . . . . . WILLIAM CHIPMAN MASON.

**Maria Theresa at the Koenig's Mount.**—(M. L. ETHERIDGE.)

21. RECITATION, . . . . . ALBERT COBB ALDRICH.

**Daniel Periton's Ride.**—(ALBION W. TOURGÉE,  
in *The Independent.*)

22. READING, by members of the Sixth and Seventh Classes.

**Gee Whiz.**—(SIDNEY DAYRE, in *The Christian Register.*)

W. H. Pitkin,	N. D. Rand,	Florence G. Taylor,
F. T. Strachan,	C. Loring,	Elizabeth S. Arnold,
W. Hinman,	W. R. Whitney,	Grace E. Nickerson,
W. T. Sheffield,	A. Lawson,	Adelaide O. Cushing,
G. A. Noyes,	C. A. Jenkins,	Alice Billings,
H. W. Palmer,	J. Wirth, Jr.,	Ethel Brigham,
C. A. Newhall,	R. O. Dalton,	S. Caless Gray,
R. F. Pratt,	Mary Alice Eaton,	Rebecca V. Tripp.
T. R. Sewall,	Caroline M. Tomfohrde,	

[Arranged in order from stage right.—Conducted by  
Adj. FREDERICK E. PARLIN.]

23. BAYONET DRILL, Commanded by 1st Lt. H. HERBERT JOHNSON.

P. H. Coolidge,	*R. A. Richards,	A. E. Myers,
*F. W. D. Dunklee,	H. G. Allen,	*J. H. Smith,
C. H. Cutler,	*J. H. Campbell,	R. M. Tenney.

[Arranged in order from stage right. The *asterisk* (\*) denotes those  
in the rear rank.]

24. RECITATION, . . . . . W. GWENDOLINE SANDHAM.

**Ballad of Tonio Manzi.**—(GRAHAM R. TOMSON.)

25. DISTRIBUTION OF MEDALS AND OTHER PRIZES.

26. DISMISSAL, by Officers of the Battalion.

EVERY FATHER AND MOTHER,

And every other person who has the supervision of a scholar, is earnestly requested to make thorough acquaintance with these

Privileges, Regulations, and Things Forbidden,  
FOR THE UPPER DEPARTMENTS.

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**PRIVILEGES.**

**Dismissals During Sessions** are occasionally allowed, *provided* that, if the scholar loses any lesson thereby, the parent is aware of such loss, and states this in the written or personal request for dismissal. See page 74. This recognizes the right of parents to the dismissal of a child when they please—unless it interferes with necessary school discipline—while it protects them from any attempt on the part of the child to use their indulgence as a screen for unacknowledged neglect of a lesson.

**Visitors.**—A scholar may leave a recitation to see a visitor, if such visitor be a *parent or guardian*. Besides this, messages brought by any authorized person will be delivered to the scholar by one of the Principals or by the Secretary. For messages by telephone, see page 108.

**Spelling May be Omitted** for a specified time by the following classes of students, though it must be at once resumed if careless spelling appears in any written exercises:—

1. For the remainder of the school year, by those who pursue two languages, one of which is Latin or Greek, and who do not miss a word in spelling lessons nor in composition for ten consecutive weeks. If such perfect spelling is during the ten weeks at the end of the school year, the exercise may be omitted until the first of the following January. One hundred per cent. in examination will count the same as perfect lessons.

2. For the second half-year, by those who have not missed a word in the compositions of the first half-year, and who also have had at least ninety per cent. in the spelling examinations meanwhile.

**Singing.**—Change of voice or disease of the throat may be explained by the pupil *without a note from home*; and that pupil's attention to Vocal Music will be required only for such exercises as involve no risk.

**Scholars' Grievances.**—Any scholar who feels that he is unjustly treated by a teacher is not only allowed but is requested to write out the case in full, state the grievance, and hand it to the teacher who appears to be in fault. Such notes, when properly prepared, will always receive careful attention, whether the teacher feels authorized to change the decision or not.

But no scholar above the lowest two classes is allowed to *talk* with the teacher about such a case, unless the written statement has been previously made. It is hoped that the more intelligent members of the Sixth and Seventh classes will manage such matters in the way which works so well with the older scholars.

**Afternoon Assistance.**—Pupils who need assistance in the afternoon can generally obtain permission to leave an hour early on days when they have no recitation between one and two o'clock. This privilege enables them to get exercise and dinner, and to return in good condition for the special work without any real lengthening of study hours.

**Special Arrangements for Lunch** will be made for any pupil who finds that the lunch time of any day is all occupied by extra recitations. Such case *must be immediately reported* to the Class Superintendent or to one of the Principals. For lunch taken at home, see page 70.

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## REGULATIONS.

**Absence.**—A note of excuse is required at the close of absence, and *previous* written or personal notice is respectfully requested when possible. If the scholar is a candidate for a medal, the reason for absence must be given (see page 113); if he is not a candidate, the parent's approval of the absence is, of course, sufficient, without stating the reason.

**Tardiness.**—Excuses are required for lateness the same as for absence, except for scholars regularly late. The latter must bring, *in the beginning*, a written statement of the reason for such regular lateness; and they will be held as accountable as other scholars for *each* lateness beyond the regular time allowed. Excuses for occasional lateness must state the parent's knowledge of any lesson lost by such lateness; otherwise, the lesson must be made up.

**Withdrawal.**—When a pupil is withdrawn from school either temporarily or permanently, a WRITTEN statement to that effect, from the parent or guardian, should be sent.

**Hours.**—The regular session is from 9 o'clock until 2. Special cases must be met by special arrangements. For reduction of hours in the lowest classes, see pages 61, 70; in the Primary and Kindergarten departments, see pages 127, 133. The school-house is open from 8 to 4 o'clock, and usually to a later hour. On Saturdays, and generally on other holidays, some teacher is at the school-house from 9 to 1. See page 8.

**Detentions.**—Bad lessons and ordinary infractions of school rules may, at the discretion of the teacher, be settled by detention after regular school hours. Some detentions are unavoidable, but these can be so arranged as to cause little or no interference with dinner hours, as most faults can be settled in one of the following ways:—

- (a) By the pupil's returning to school in the afternoon, after dining at home.
- (b) By remaining on the next day after the fault, so that the pupil's family may meanwhile make such arrangement for his dinner as they deem most advisable.

(c) By remaining on the afternoon of the last school-day in the week, or by coming on Saturday morning, if the faults do not exceed four in number during the week.

Parents can make any one of the above arrangements by seeing one of the Principals or the Class Superintendent, or by sending *written* word.

If no such notice is received, it will be assumed that parents have made satisfactory arrangements about luncheons and dinners, and that they prefer to have all faults settled on the day they occur. And those exercises that come at long intervals, like

#### COMPOSITION, ABSTRACT OF AUTHORS, AND DECLAMATION,

must be settled, so far as is convenient for the teachers, *on the day when they fall due*. No ordinary excuse, like want of time, or not understanding the subject, or inability to find a book, will be accepted for non-preparation. Parents are earnestly requested to see that these three exercises are begun two weeks before they are due (see p. 28 for dates), and also to see that they are completed in season; but **in mathematics, home aid should seldom be given.**

All scholars having faults to settle in the afternoon will report themselves *immediately after dismissal*, and will remain steadily at such work and in such place as may be assigned to them.

**Examinations.**—When an examination of which notice has been given interferes with another exercise, the pupil must make arrangements with the teacher in that exercise, at least one day in advance, so that he can be present during the whole of the examination. No excuse but illness is accepted for absence from such examinations. See page 95.

**Promotions.**—Certificates of promotion in the regular departments below the First Class are publicly given at the close of the school year, to those students only who pass satisfactory examinations in every study pursued by their class, or offer for omissions the substitutions allowed under medal claims. See page 113. No pupil will be allowed to join a higher class if he has more than one "condition" not made up by September, or, as a general rule, if he has any "condition" in mathematics.

If a scholar shows a marked falling off in the last quarter, and this falling off is clearly due to wilful neglect (enough having been made on the previous examinations to allow a low mark on the last), public promotion is refused, and additional examinations may be required.

An average of sixty per cent. in each study is required for promotion.

The promotions in English branches and in languages are independent of each other, except in the college course.

Promotions are allowed also at *any time of year*, on satisfactory examinations, as an encouragement to pupils whose industry and health enable them to do the necessary work.

On Promotion Day, the compositions and declamations are voluntary exercises; but if a class is called out, every member who is present is expected to appear.

A zero mark in conduct during the year cuts off all mention of "honors" on Promotion Day. See page 112.

**Military Drill.**—See p. 86 for excuses, regulations, promotions, &c.

**THINGS FORBIDDEN.**

It is intended to have but few inflexible "rules," especially prohibitions, as it is preferred to rely, as far as possible, on the honor and courtesy of the pupils; still, the peculiar freedom and variety of the school arrangements, as well as the situation of the school building, demand certain restrictions for the best good of all concerned. To such rules as there are, pupils will be held strictly accountable. See page 112.

**Leaving one's Assigned Seat** without permission is not allowed. The frequent changes of classes from room to room make it so easy for a scholar to violate this rule that to take such advantage of unwatched liberty is all the greater breach of honor, and is treated as a grave offence.

**Smoking** is forbidden *at all times* in or about the school-house, the playgrounds, and the drill hall; during recess, no matter where the scholar may be; and also on the way to or from the school within five minutes' walk of the school-house.

**Borrowing or Lending any Written Exercise** is forbidden.

**Throwing** anything whatever within the school-house is forbidden.

**Books not to be left at School.**—No books, except those on Mathematics, should be left at school on the same day on which they are used there, but must be taken home, that they may be always ready for home study. If this rule is observed, the right books will always be at home; therefore absence can never be taken as an excuse for non-preparation of lessons, *so far as depends on having the books.*

**Eating out-of-doors** is not allowed on the north side of Boylston Street.

**Games**, including snowballing and ball-playing, are allowed *only* in the school-yard.

**Crossing the Curb-stone of Copley Square** is forbidden, by request of the city authorities.

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**Caution as to the Use of Telephone.**

Pupils are reminded that for *most of the out-of-town districts* a charge of fifteen cents for each communication is made at the central office in Boston, which must be collected at the time from the pupil thus incurring it. Within the ordinary limits, the use of the telephone by a pupil is free.

No pupil will be allowed to leave a recitation to answer a message by telephone, unless it be from a *parent or guardian*; but any message at such a time will be delivered to him by one of the teachers.

In using the telephone it is desirable to *avoid the dismissal hour* and the times of *the change of classes* (shown by the daily programme), as communication then becomes difficult for a few minutes.

## DIPLOMAS.

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DIPLOMAS are awarded on Promotion Day to those students who are present in person to receive them.

No diploma is granted to a scholar who has had a zero mark in conduct during the year. See page 112.

A scholar whose record for the year shows frequent deficiencies, either in recitations or in conduct, may on that account be refused a diploma.

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### CLASSICAL DEPARTMENT.

Diplomas are awarded to those students who are thoroughly prepared to enter College, and who have attended satisfactorily to the General Exercises mentioned on page 28.

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### ENGLISH DEPARTMENT.

Diplomas are awarded to those students who have taken all the studies of their class, have passed the required examinations, and have attended satisfactorily to the General Exercises mentioned on page 28.

NOTE.—To accommodate regular pupils who remain two years in the First Class, part of the examinations for diplomas may be taken one year and the remainder the next.

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### SPECIAL COURSE.

A diploma may be awarded to a student whose studies have varied from the regular courses, but who has done an equivalent amount of work in such an elective course as may be approved by the school management at the beginning of the final year.

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Students from other schools who wish for a diploma, of any kind, must not only be a full year in the Graduating Class and meet all the requirements, but must also pass the examinations of the previous year

If these extra examinations can be taken in class, without interference, no charge will be made; but if done out of class, for any reason whatever, the teacher is to be paid at the time of examination. (See pages 95, 25.)

Certificates of proficiency in the required studies, from schools of good standing, will be accepted in place of an examination.

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Non-attendance at Military Drill, for any one of the reasons stated on page 86, will be excused.

Oceasionally, a pupil whose general average is very high is allowed to take a diploma by substituting some one very high mark for a mark which is slightly below the requirements.

A certificate of Honorable Mention is sometimes given to a pupil whose standing for the year is exceptionally good, but who fails to take a diploma through some technicality.

It will be seen that the diplomas are not obtained merely by remaining in school a certain number of years, or by going over a given number of subjects or pages. They are certificates of honorable conduct, faithful work, and good scholarship. The fact that generally only a minority of the graduating class receive diplomas is, in many cases, because some excellent scholars prefer special courses of study which do not meet the requirements for a diploma.

See page 118 for a prize open only to candidates who enter the Institute of Technology without a "condition."

For list of pupils receiving diplomas and other certificates on Promotion Day, June 14, 1889, see next page.

For diplomas awarded to the Kindergarten Training Class, June 15, 1889, see page 54.

# DIPLOMAS AND OTHER CERTIFICATES,

AWARDED JUNE 14, 1889.

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## DIPLOMAS.

HAZEL BURTON,  
 FRED HAWKINS CLAY,  
 LOUISE MARION ENDICOTT,  
 WILLIAM REED HILL,  
 GORDON MUNROE KEATING,  
 HAROLD MEED MOTT-SMITH,  
 ADAM OWENS,  
 HARRY COLE QUINBY,  
 WILLIAM HENRY SAYWARD, JR.,  
 EDWARD BELL STAPLES,  
 HARRY CRAGIN WALKER,  
 WINSLOW ABBOTT WILSON.

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## HONORABLE MENTION,

GEORGE EDWARD BARSTOW,	BENJAMIN HENRY DILLON,
WARREN EVERETT BROOKS,	FRANKLIN BANCROFT DOWD,
WALTER VAIL BROWN,	WILLIAM ROBERT HAWKINS,
HARRY REA CALLENDER,	LEVI CUMINS HAYDEN,
PHILIP GREENLEAF CARTER,	CHARLES HENRY HOYT,
JOHN COTTON CLAPP, JR.,	HARRY COLBY WILSON,
STERLING GREEN COUSINS,	HARRY DOHRMAN WINTRINGER.
CHARLES FRANCIS DERBY,	

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## MILITARY COMMISSIONS.

*Major*,—EDWARD BELL STAPLES.  
*Adjutant*,—ARTHUR ELLIOT LOCKE.  
*Quartermaster*,—HENRY HERBERT JOINSON.  
*Captains*, { EDWARD CHAMBERLIN BRADLEE,  
 { WILLIAM HENRY SAYWARD, JR.,  
*First Lieutenants*, { THOMAS JOHNSON CUSHING,  
 { WINSLOW ABBOTT WILSON.  
*Second Lieutenants*, { FREDERICK EMMONS PARLIN,  
 { ERIC ALFRED KNUDSEN.

## MEDALS AND OTHER PRIZES.

It would be a great pleasure to the school managers if the long-established award of medals and other prizes by the school, at the annual public Exhibition (in January or early in February), could be determined by faithful effort alone; but the only practicable line must be drawn at actual record of attainments.

There is, however, no chance for improper emulation, since there is no limit to the number of prizes of the same grade. Recognition of the various forms of good work is shown in allowing claims for prizes to be based on either general work or special, and, in the Grammar-School department, on either examinations or recitations.

Each prize is simply a certificate that a prescribed amount of work has been accomplished in the previous calendar year, *and* that, in proof of this, the pupil has carefully kept and formally presented all his weekly reports for that year, accurate in every business detail required.

The persistent carefulness in business methods which a medal thus represents is often its best significance, especially in the case of scholars naturally heedless. Many pupils fail to take medals, from no lack in scholarship or in deportment, but from inexactness in complying with the medal conditions, or from not persevering for a whole year.

Certain prizes not given by the school are also awarded at the Annual Exhibition, as explained in the latter part of this chapter.

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### GENERAL REQUIREMENTS FOR PRIZES.

**Good Conduct.**—*All prizes, regular and extra, are on condition that there is no zero mark for conduct.* The zero mark is given only for what is low or mean; such as falsehood, cheating, bullying, truancy, foul language or actions, deliberate or persistent disobedience or impertinence, &c.; in short, such conduct as on the second offence may cause expulsion.

**Any candidate for a school prize** must have been a member of the school for a full calendar year, and must have taken full regular work (except in the cases specified on pp. 116, 117. See also p. 86). He must produce all his weekly reports of the preceding year by Jan. 10, with a written statement of his claim. If an "Examination Claim" is made (see page 114), both the weekly reports and the examination reports must be produced. If reports are lost, duplicates will be furnished, if

applied for within six weeks after the date of the report desired. Each pupil is responsible for getting back and keeping his own reports.

**Reports presented for Inspection**, besides proving the scholarship and conduct necessary for the particular prize which is claimed, must show that the following details have been attended to throughout the year. All altered marks for absence, tardiness, or deportment, also all excused absences and excused lessons, must have against them the signature of one of the Principals or of the Class Superintendent; all altered recitation or examination marks must have the signature of the teacher who heard the lesson or of the Class Superintendent.

But unless these signatures are obtained within one week from the time the report is received, the mark must count as a deficiency.

**Deficiencies** are all marks less than 4 for lessons, deportment, or attendance, and all *unsigned* marks which require the signature of one of the Principals or of the Class Superintendent, as explained above.

In the First and Second Classes, 60 per cent. in Composition, Abstract, or Declamation will be counted as a deficiency.

Four deficiencies in Spelling are allowed for each grade of medal, *in addition to* the deficiencies specified under "Examination Claim" and "Recitation Claim."

**Absences**, where medals are concerned, will be excused only on account of illness, death of a near relative, attendance at church with one's family, marriage of a very near relative, attendance at the college graduation or class day of a brother or sister; and, in case of out-of-town pupils, a storm of such severity as to make attendance impossible.

**Early Dismissals.**—Caution is here given to medal candidates, about *losing any lesson by early dismissal*; as, even with parents' sanction for it, such absence from recitation will be considered a deficiency, unless it can be excused for one of the reasons specified under "Absences."

**Reductions.**—A pupil having many 4's, in lessons or in deportment, will receive a prize one grade lower than otherwise.

**Allowances.**—In the Grammar-School Department, a language will be accepted in place of any one English study except Arithmetic or the General Exercises; and also in the High-School Department if such language has been studied at least two years.

Satisfactory work in Latin allows the omission of English Grammar; in an additional language, allows the omission of Defining also.

### REGULAR SCHOOL MEDALS.

Six grades of medals are awarded; three of gold and three of silver. Gold medals are awarded only in the High-School Department.

The silver medals may be taken in either the High-School or the Grammar-School Department, and depend on the English branches only.

Two methods of obtaining a medal are allowed in the Grammar-School Department: namely, by **examinations** or by **recitations**, the first of which is the more satisfactory test of scholarship. The applicant must state by which method he reckons his claim. Reckoning partly on one claim and partly on the other will not be allowed. In the High-School Department, only the **examination claim** is allowed.

### EXAMINATION CLAIM.

Candidates must have taken all the examinations of the classes to which they belong (see pages 94-95), and medals are awarded on the averages of these examinations.

#### AVERAGES REQUIRED.—

The *first gold medal* is awarded (*a*) to those who pursue at least two foreign languages, and reach a general average of 90 per cent., with no mark below 60 per cent. Also, (*b*), to those who pursue one foreign language, and reach an average of 88 per cent. in each study;

The *second gold*, (*a*) to those who pursue one foreign language, and reach a general average of 84 per cent., with no mark below 60 per cent. Also, (*b*), to those who pursue English studies only, and reach an average of 88 per cent. in each study.

For the *third gold* and the *three silver medals*, the averages required in each study, in English only, are respectively:—80, 76, 72, 68.

For the *third gold medal*, or for the *first and second gold* under claim (*b*), the general average of the three branches of mathematics may be taken; but in such case 5 per cent. higher will be required. Below the First Class, Defining and Reading may be counted together; and in the First Class the general average of all the examinations on all branches of English Literature may be taken.

Examinations in Literature will include the course of out-of-school reading, as well as those authors regularly studied in class.

**Deficiencies allowed.**—As the Examination Claim is not intended to encourage alternations of idleness and cramming, no pupil can take the *first gold*, if he has had more than 10 deficiencies; the *second*, if more than 15; the *third*, if more than 20; the *first silver*, if more than 25; the *second*, if more than 30; the *third*, if more than 35.

Unexcused absences will count one-half as many deficiencies as they cause lessons to be lost.

**For Excellence in Special Departments**, a *third gold medal* is awarded to a regular member of the First Class who does not take any other medal at the same exhibition, provided he has obtained the average percentage in that Department which is stated below, with no one of its studies falling below 70 per cent., and has at least 60 per cent. in every other Department:—

(1) Classical Department: Latin, Greek, and one Modern Language, 85 per cent. (2) Mathematics, three branches, 95 per cent. (3) Literature, 90 per cent., with an average of 90 per cent. in Composition and in Declamation.

This claim will be allowed once even if a gold medal has previously been taken in one of the usual modes.

**In Grammar-School Department**, the *first silver medal* may be taken by a general average of 90 per cent. on all regular English studies, with no mark below 60 per cent.

This medal cannot be taken in this way by a scholar who has previously taken the same grade of medal by any form of claim; nor can it be taken twice in this way by the same scholar.

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The same grade of medal may be taken two successive years under the Examination Claim, provided there is a gain of at least 10 per cent. on the lowest study of the previous year, and at least 1 per cent. on every other study. After these two years, a book prize of the same rank may be taken if there is an increase on every examination.

**RECITATION CLAIM,**

ALLOWED ONLY IN THE GRAMMAR-SCHOOL DEPARTMENT,  
AND ONLY FOR SILVER MEDALS.

**Deficiencies allowed** are as follows, besides 4 deficiencies which are allowed in each grade for a language.

For *first silver*, 5.

For *second silver*, 10.

For *third silver*, 15.

A pupil who has fifteen excused absences during the year will, under the Recitation Claim, receive a medal one grade lower than otherwise; if he has twenty absences, even if they are excused, he can take a medal only under the Examination Claim.

Under the Recitation Claim, the same grade of medal cannot be taken twice. But an equivalent book prize may sometimes be taken, provided that no study falls below the record under which that grade of medal was previously obtained.

**OTHER SCHOOL PRIZES,**

Not covered by either of the two regular claims already explained.

**Two Years' Course.** A scholar who remains two years in a class, and whose work, so far as taken, comes up to the medal requirements, may

- a. For the first year have an appropriate *book prize*, and, for the second year, a *medal*, one grade lower than the sum of the two years' reports would give him; or
- b. He may make no claim the first year, and, at the close of the second, he may present his reports for the two years, proving that he has done one full year's work, and may receive the *regular medal* that certifies that he has accomplished that amount of work.

**Candidates for the Institute of Technology** may take a *second gold medal* under the conditions on page 118.

**Special Students** whose English studies are taken in the First Class, who have not less than six full studies besides Military Drill or Calisthenics and also one of the following three, Composition, or Declamation, or Spelling and Writing (counted together), may take a *third gold medal* by the Examination Claim, under the same conditions as regular scholars, except that 5 per cent. on each study more than for regular scholars will be required.

**Special Prizes**, usually books, are sometimes awarded to praiseworthy pupils who, from sickness or some other unavoidable cause, are not strictly entitled to medals.

Similar prizes may be given, also, for excellence in Penmanship, Drawing, Attendance, or other specialty, to pupils not entitled to the regular medal for "Excellence in Special Departments" (see page 115).

Candidates for special prizes must take all the regular studies of their class, unless unusual work on languages more than balances the omission of any English study.

For **Military Prizes**, see below and also page 90; and for **Athletic Prizes**, see pages 14, 135.

### REGULAR PRIZES, NOT GIVEN BY THE SCHOOL.

No member of the school knows beforehand who it is that will receive any of the eight following prizes. But the prizes *awarded by the school*, which are unlimited in number, are freely announced, as soon as the applications for them have been carefully examined.

The *Sergeant's Silver Medal* is given by the Class of 1876, to the sergeant who shows the best drill at the Annual Exhibition, as decided by an outside committee of military officers.

A *Gold Medal for English Composition* may be awarded by a committee chosen by the Thayer Association from its own members.

A *Gold Medal for Declamation* is given by the Class Association of 1885; the award being determined in a large part by the year's average of regular work in that study, and in the remaining part by the success on Exhibition Day.

The *Whitaker Prize*, for proficiency in eight of Shakespeare's Plays, is given by MRS. GRACE WHITAKER SHEPARD. Among the plays assigned are those required for admission to College for the two years before and the two years after any Exhibition of Chauncy-Hall School at which this prize is awarded.

For a prize in *Mathematics* (new), see page 14.

#### Conduct Prizes:—

a. *The Gold Medal of the Chauncy-Hall Association* is given by former members of the School, who graduated many years ago, to the boy in the Upper Department who is considered by the boys among his school-mates to be the best boy. This is decided by ballot among the boys, and the result is not announced before the delivery of the medal.

b. *The Founder's Medal (silver)* is similarly awarded to the best pupil in the Primary Department, from a bequest of the late GIDEON F. THAYER, the founder of Chauncy-Hall School.

c. *A Gold Medal from the Boys of the Class of 1887*, corresponding to the "Best Boy" medal, is given to the Best Girl, the ballots for which are cast entirely by girls.

Special prize, open only to **Institute Candidates**.

A *second gold medal*, under the Examination Claim, will be awarded on Promotion Day to a scholar who, having entered the Mass. Institute of Technology without a "condition," and not having taken a medal at the previous Exhibition, proves a claim for the school year corresponding to the claim at Exhibition for the calendar year.

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**Scholarship for long-continued Good Conduct.**

A pupil whose eighth year in the Upper Department has been satisfactory in conduct, attendance, and scholarship may remain after that time without charge for English branches, so long as the same three conditions are fulfilled; and the tuition for languages will be only half the rates charged for special students. This privilege has been taken this year, as several times before.

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## MEDALS AND OTHER PRIZES FOR 1890.

AWARDED FEB. 4, 1890.

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### I.—Regular Medals given by the School.

*First Gold.*

LEAVITT WINTHROP BATES,	LOUISA BARTLETT FROTHINGHAM,
ROBERT WADE CUNNINGHAM,	OSWALD CONSTANTINE HERING,
LUCY CATHERINE DANIELL,	ARTHUR SINCLAIR KNUDSEN.

*Second Gold.*

HENRY HERBERT JOHNSON,	BRUCE WYMAN.
WINSLOW ABBOTT WILSON,	

*Third Gold.*

CHARLES WALTER BRADLEE.

*First Silver.*

WILLIAM NELSON DECKER,	MAY HENDERSON MOTT-SMITH,
ARTHUR DRINKWATER,	THOMAS ORRA PAIGE,
ALICE DOWNING HART,	SAMUEL EGBERT SEWALL,
RUTH HORTON,	ROBERT MILTON TENNEY,
CLIFTON LORING,	FRED HENRY TWOMBLY,
HATTY MABEL MARTIN,	MARTHA ADALINE WYMAN.

*Second Silver.*

ALICE BILLINGS,	ADELAIDE OLGA CUSHING,
ETHEL BRIGHAM,	GRACE ELLA NICKERSON,
HOWARD CLAPP,	ERNEST FRANK RUSS.

*Third Silver.*

WILLIAM AUSTIN DOW DUTCHER,	CAROLINE MARIE TOMFOHRDE,
CHARLES HUNT MACOMBER,	CLARENCE ELLIOTT WOODWARD.
ARTHUR ERDIX TENNY,	

**II.—Special Prizes given by the School.**

*Book (rank of First Silver Medal).*  
GWENDOLINE WOODBURY.

*Book (rank of Third Silver Medal).*  
MORTON CHURCHILL MOTT-SMITH.

*Book (perfect attendance for three years).*  
ARTHUR SINCLAIR KNUDSEN.

**III.—Prizes given by Chauncy-Hall Graduates ;**

AND

**The Founder's Medal.**

*Gold Medal, Thayer Association.*  
*English Composition.*  
ERIC ALFRED KNUDSEN.

*Silver Medal, Class of 1876. Best Drilled Sergeant.*  
WALTER COBB BRADY.

*Gold Medal, Class Association of 1885.*  
*Declamation.*  
EDWARD CHAMBERLIN BRADLEE.

*Whitaker Prize, Mrs. Grace Whitaker Shepard.*  
*Proficiency in Shakespeare.*  
ANNIE ASHTON WARREN.

**PRIZES FOR CONDUCT.**

(a) *Gold Medal, Chauncy-Hall Association.*  
WAVERLEY TILLINGHAST WONSON.

(b) *Founder's Medal. (Primary Department.)*  
MARION CROFT TREWORGY.

(c) *Gold Medal, Boys of the Class of 1887.*  
MADELEINE LOUISE BACON.

## THE SOCIAL LIFE OF THE SCHOOL.

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THE School is eminently a happy one, having but few discontented members. This condition is very gratifying, because it has not been brought about by lax discipline or by toleration of idleness. One way in which this pleasant state of things is shown is in the formation, from time to time, of associations for entertainment. Some of the scholars who stand highest in Languages, in Mathematics, and in English Literature, and—what is still better—in character, are found among those who are most active in the different athletic sports or other amusements.

In different years, however, the number and the variety of these clubs changes greatly. The list for the current year is given on the next page.

Once each week, the whole school assembles for general exercises, which include music, declamations and compositions, and brief lectures.

An extra recess is often given to those scholars who have perfect lessons, on condition that the time be spent in some active game.

On Friday afternoon, from three to half-past four o'clock, informal dances in the school hall are frequently held, without eating or extra dressing, and with very little expense, if any. Some teacher is always present on these occasions.

CLASS ASSOCIATION OF 1890.

*President*, WAVERLEY T. WONSON.  
*Vice-President*, ALBERT C. ALDRICH.  
*Secretary*, MYRON W. WHITNEY, JR.  
*Treasurer*, ISAAC FRANKLIN SNOW.

CHAUNCY-HALL ATHLETIC ASSOCIATION.

*President*, MR. POWER.  
*Secretary and Manager*, MR. SCULLY.  
*Treasurer*, ERNEST MOTT-SMITH.

*Committee of Funds*, { JOSEPH B. SAUNDERS,  
 ALBERT C. ALDRICH,  
 WALTER C. DAGGETT.

*Committee of Arrangements*, { ALBERT C. ALDRICH,  
 FREDERICK E. PARLIN,  
 EDWARD C. BRADLEE.

For prizes awarded on the Field Days, see pages 14 and 135.

BICYCLE CLUB.

*President*, WINSLOW A. WILSON.  
*Captain*, WAVERLEY T. WONSON.  
*Lieutenant*, WALTER C. BRADY.

CHAUNCY-HALL LITERARY ASSOCIATION OF 1890.

*President*, EDWARD C. BRADLEE.  
*Vice-President*, MADELEINE L. BACON.  
*Secretary*, ANNIE A. WARREN.

KINDRED CLUB.

(In aid of Prevention of Cruelty to Animals.)

*President*, ETHEL BRIGHAM.  
*Vice-President*, MARY ALICE EATON.  
*Secretary*, GRACE E. NICKERSON.

## MR. CUSHING'S FAREWELL.

THE following pages appeared in the Catalogue of 1878-9, under the title of  
A FEW LAST WORDS FROM THE SENIOR PRINCIPAL.

Mr. Cushing has kindly consented to their re-appearance; as they give, in a short space, an account of some important features of the school.

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As my connection with Chauncey-Hall School, extending over half a century, is soon to close, I take advantage of the opportunity offered me in the pages of the Annual Catalogue to say a few farewell words to its friends and pupils. Having seen two generations of scholars grow up under my eye, having had the pleasure of taking part in conducting the education of many whose fathers I had taught in earlier years, and having noticed their subsequent progress and the positions that they attained in business and in society, perhaps I may fairly be allowed to express an opinion upon what is done for pupils in the school and the modes of doing it.

Planting itself upon what elements of good teaching existed in the best schools in the earlier part of the present century, Chauncey Hall has added to them whatever improvements in principles and practice approved themselves to its teachers, who have always been careful observers of all that has been done in the cause of education and taken an active part in the various movements for its advancement. It was not necessary to make a radical destruction of the methods of the day in order to found a new school. That has been tried among us in various instances, but never with any permanent success. **The surer and wiser system of taking what was good as a foundation, and gradually enlarging and building upon it,** has been pursued. It is a mistake to suppose, as seems sometimes to be assumed, that there were no good teachers nor thorough work in the schools of fifty years since. Very able men were engaged in them, who, with the small appliances and means at their command, wrought wonders; and in some respects we have hardly improved on them.

The great advantage that Chauncey Hall has enjoyed from the beginning was the introduction, as one of its corner stones, of The Division of Labor in Instruction, which, with a sufficient number of scholars, allows each teacher to give his whole mind to the work for which he is best fitted, unembarrassed by the numerous petty details of discipline and management. Under this system, satisfactory instruction has been given to *thousands* of pupils, imparting a more systematic, minute, and thorough education than could possibly be given without it, and enabling them to take honorable places in the ranks of business and professional life.

Fortunately, too, the founder of the School was one who believed in small things as well as great in education; in precision, accuracy, and finish, even in what are sometimes considered the humbler branches of Reading, Writing, and Spelling, as well as in Mathematics, Languages, &c.; and I can still see traces of his careful and conscientious work in our community.

Having found this system good, it has been elaborated. More departments now exist than at first, the teachers are well trained and enthusiastic in their work, and I know that it is their determination not to lower, in any point, the high standard that has been gradually set up, but, when time and opportunity is allowed them, to give a careful and finished education. No amount of skill and enthusiasm, however, on the part of the teachers alone, will produce the full result aimed at—a good education. Parents must coöperate and pupils must give their best efforts. Without these elements, the goodness of teaching and the opportunities of school avail little. The duties and engagements of the pupil while under instruction must be looked upon as of paramount importance, taking precedence of the claims of pleasure, fashion, or society. Only the most important and serious affairs should be allowed to interrupt the even tenor of school work. Unless the parent shows the respect for it that he does for his own business, it will be considered a subordinate affair by the child; unless a reasonable interest is taken in his progress at school, he will hardly exert himself to make any. Very much time is now assigned by the customs of the day to leisure, change, and recreation in the form of vacations. I have seen the yearly amount of them *doubled*, even *tripled*, since the commencement of my teaching—and the *daily* work made much shorter. What can be expected if the short school-year remaining is spent in a languid manner and subject to frequent interruptions? As the result of experience and observation and the best light to be obtained, I can assure parents that there is no danger to be apprehended from intellectual labor properly proportioned to age. Very few scholars are injured by their studies, and it is easy for one conversant with their habits to see many other causes more efficient than study in producing occasional invalidism. I am happy to say that a good working spirit now prevails in the school. Many are aiming at the goal of good scholarship, and see that, in the main, they must reach it by their own exertions; that their teachers can direct and aid them, but that they themselves must do the work. With this spirit of self-help almost anything may be accomplished; without it, very little.

The inculcation of the greater and the smaller morals and the formation of character and habits have always held a high place in the objects aimed at by the school. To impress upon the young mind the qualities going to make up the character of a Christian and gentleman has been considered a most legitimate part of its work. This has been accomplished not by formal lessons, but by improving opportunities as they rose; by words in season, showing that school-boy life, even, gives room for the practice of truth, honor, magnanimity, generosity, and all the high qualities that we admire in the hero or the patriot; by commenting on events as they occurred, illustrating these qualities or their opposites; and by reposing trust in good character as it is developed and understood, and assuming that such trust will not be betrayed. The moral standard of the school was early set high and has never been lowered; and what is

of almost equal importance, the *traditions* of the school, the unwritten code that is handed down from day to day and from class to class, have been largely in accordance with this standard. As an instance of this, the treatment of strangers and new classes may be mentioned; instead of having to run the gauntlet of persecution, as is only too common in educational institutions, they are received with cordiality and kindness, and older members vie with each other in inducting them gently and kindly into the ways and customs of the school. Among the *traditions* of Chauncy Hall, too, has always been the keeping up the forms of good breeding and politeness, now, alas, considered in some quarters rather old-fashioned and obsolete. They were highly valued and always practised by its founder, and carefully taught and insisted upon when necessary; and, having started right, example has handed them down from year to year, so that the observances of the school remain almost unchanged and often excite the notice and favorable comment of visitors and strangers.

This carefully devised system of instruction, the order, regularity, and fulness of the teaching, the watchful and earnest formation of character and habits, have not been fruitless of results. The graduates of the school can be found in all parts of the world, and usually in positions of respectability, honor, and profit; they allude to their school days with pleasure and gratitude for what was done for them, as being the corner stone of their success in life; they meet their old teachers with those feelings of kindness and respect that make the relation so agreeable and satisfactory to both parties.

In calling up in imagination the rows of youthful faces that have occupied the seats in our school-houses for so many successive years, and tracing the subsequent career of those who have been spared to reach manhood and maturity, I find that the hopeful feelings with which I viewed even their faults were not altogether unfounded. The good element in their characters, with what was done to improve them, has usually prevailed over their juvenile weaknesses and errors, and I offer this as an encouragement to hopeful and unfaltering efforts for the improvement and reclamation of the most perverse and reckless. The great majority will carry away what they need to become useful and successful in life, and reward the pains taken with the education of their earlier years.

\* \* \* \* \*

I have passed an eminently happy life thus far in connection with the School, and do not wish the recollection of it to be alloyed by any disagreeable feelings of compulsion in leaving it arising from ill health or failing powers. I go at the present time with the more satisfaction, that I can leave it in the hands of one who has been my partner for nearly twenty years, and who is, together with his associates, fully imbued with its system, spirit, and traditions, and able and fully determined to carry it to the highest possible point of excellence and usefulness.

May I ask of parents to transfer to them the confidence, support, and kindness which I thankfully acknowledge to have received; and of pupils, to give them the obedience, respect, and regard, which have helped to make my life so happy.

T. CUSHING.



# The Care and Instruction

OF

## YOUNG CHILDREN.

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*A sound mind in a sound body.*

---



## PRIMARY DEPARTMENT.

FOR YOUNG BOYS AND GIRLS.

SIXTY-THIRD YEAR, SEPT. 24, 1890.

*Beginning a week later than the Upper Department, and closing, except for the First Class, a week earlier.*

---

PARENTS are especially invited to examine the sunny corner-room on the ground floor, appropriated to the Primary Department, and to see the arrangements made for the physical, intellectual, and æsthetic needs of little children. It will be found that minute attention is given to the following things :

**(a) Care of the Body in**

1. The abundant supply of pure air, without opening a window in cold weather, even at recess time ;
2. The constant drawing off of impure air, at a heavy expense ;
3. Temperature that seldom varies over two degrees, except in summer [and in the warmest weather the house is remarkably cool, notwithstanding the next statement] ;
4. The dryness, not only of the school rooms but of the basement floor, ensured by fire that is kept *day and night throughout the year*, excepting only the first part of the summer vacation (see page 65) ;
5. Examination of the drainage and plumbing several times a year by a sanitary expert ;
6. Ample space ;
7. Seats whose backs were planned by high medical authority ;
8. No stairs ;
9. Carefully regulated light ;
10. Cleanliness ;
11. Sunshine.

So much for the physical nature, to enable the child to receive easily

**(b) Intellectual and Æsthetic Training through**

1. Cheerful and tasteful surroundings ;
2. Observation more than by memorizing ;

3. The beginning of French in a natural manner, while the vocal organs are flexible ;

4. A corps of teachers so large that the special needs of each child receive attention.

Besides the head teacher, there are special teachers in

FRENCH, DRAWING, PENMANSHIP.

A few of the older boys are allowed, as a privilege, to have Military Drill with the Grammar-School Department.

Kindergarten exercises of the higher grades are employed, so far as they seem advantageous.

The hours are from 9 to 1.30, except for the youngest children, who are dismissed earlier than the others by an hour or more. Half an hour is allowed for recess. For calendar, see pages 7, 8. For the occasional holidays mentioned in the note on page 7, a change of date is sometimes made for the Primary Department, of which due notice is given.

Monthly reports of lessons and conduct are sent to parents.

Lunch is taken in the school-room by the boys, at tables provided for the purpose, under the care of the head teacher ; and by the girls, in a warm, sunny play-room.

The terms are very low ; see next page.

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Miss Susan D. Nickerson, who, at her resignation, Feb. 4, 1889, had been head teacher of this department for forty-eight years, died June 28, 1889. For further account, see page 15.

**Parents are cordially invited to visit the school while in session, to see its actual work.** One of the most interesting exercises is the daily French lesson.

The house is open from 8 to 4, except Saturdays, when it is open from 9 to 1. Teachers and physicians are especially invited to call.

Many young children come to escape the damp basements, bad air, and open windows, from which they have previously suffered, though generally through no fault of their teachers, in the best of the public schools.

Parents who have CHILDREN FROM NINE TO TWELVE years of age, sufficiently advanced to enter the lowest class in the Upper Department, will find on page 60 a sketch of what is done for this class.

**EXERCISES.**

Daily Oral Lessons in French;	Geography;
Oral Lessons in Natural History;	Penmanship;
Reading;	Drawing;
Spelling;	Singing;
Language Lessons;	Calisthenics;
Mental Arithmetic;	Manual Training Exercises;
Written Arithmetic, through long division;	Modelling in Clay;
	Recitations of Poetry.

For the youngest class in the Grammar-School Department, see pages 60 and 29.

**TUITION FOR 1890-91.**

\$88 a year, payable semi-annually before Nov. 1, and March 1.

*A deduction of twenty-five per cent. is made to teachers and clergymen.*

Books and Stationery, two dollars a half-year, or any less time.

No pupil is received for less than a year, except that if vacancies occur after Nov. 12, pupils will be received for the remainder of the school year, and will pay only for such remaining portion, but their bills for this time will be paid within two weeks after entrance.

The same deduction for prolonged illness as in Upper Department. See page 25.

When there are two or more pupils from one family in the Primary Department, and their full yearly bills are paid before Sept. 24, a discount of five per cent. will be made.

[For terms of Kindergarten, see page 133.]

**TEACHERS.**

MISS FLORENCE E. SMITH, Principal.

MISS ALICE E. HOLDEN,  
*Drawing.*

MISS LUCY WHEELOCK,  
*French.*

MISS ANNA S. FROTHINGHAM,  
*Penmanship.*

PUPILS  
IN  
PRIMARY DEPARTMENT.

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FOR list of pupils in the Upper Department, see page 34; and for  
Kindergarten and Intermediate, see page 134.

Names.	Residence.
Herbert Spencer Allen, . . .	Boston.
Frank Newman Arnold, . . .	"
Ethel Eaton Atkins, . . .	"
Adele Mary Catherine Biewend,	Roxbury.
Philip Eastman Brooks, . . .	Charlestown.
Ariel Burton, . . . . .	Minneapolis, Minn.
Francis Joseph Marie Canavan, .	West Roxbury.
Sarah Louise Cowan, . . .	Boston.
Mary Madelaine Cushing, . . .	"
William Drinkwater, . . .	Ellsworth, Me.
Kenneth Westwood Endres, . . .	Boston.
Annie Alice Farley Gray, . . .	"
Adolf Friedrich Haffenreffer, . .	} Jamaica Plain.
Theodore Carl Haffenreffer, . . .	
William Frederick Harrison, . . .	Boston.
Clara May Haskell, . . . . .	"
Francis Forester Haskell, . . .	"
Albert Hamilton Hayes, Jr., . . .	} "
Lloyd Benjamin Hayes, . . . . .	
Everett Hersey, . . . . .	"
Ellen Marion Huntington, . . .	Cambridge.

George Carlton Cheney James, .	Boston.
Foster Standish Kellogg, . .	“
Stanley Rand Miller, . .	“
Francis Watriss Newhall, . .	Dorchester.
Carrie Louise Parker, . .	Boston.
James Sherman Pitkin, . .	“
Edwin Brigham Rice, . .	East Boston.
Edward Prescott Rowe, . .	Boston.
Percy Plumer Russ, . .	“
William Prince Sawyer, . .	“
Laurence Drew Somers, . .	“
Ralph Thompson, . .	“
Marion Croft Treworgy, . .	“
Paul Constantine Varney, . .	“
Martha Lambert Waldron, . .	“
Claude Edward Watkins, . .	Allston.
Robert Burns Wesley, . .	Hazelwood.
Catherine Whitney, . .	Boston.
Harold Rogers Woolf, . .	“

## INTERMEDIATE CLASS. BETWEEN PRIMARY AND KINDERGARTEN.

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THE Intermediate Class is designed to receive children from six to eight years of age, who are beyond the ordinary exercises of the Kindergarten. The object is to apply to Primary school work the principles which lead to such happy results in the Kindergarten.

It is found that children whose eyes are trained to see, whose ears are taught to hear, and who are led really to *think* by the various exercises of the Kindergarten, can cover more ground than is usually gone over in the first year of school life, and yet devote a portion of the time to drawing, modelling, painting, and other Kindergarten occupations which arouse and develop the æsthetic side of the child's nature.

The work of this class consists of daily lessons in reading, writing, number, and French; lessons in singing; elementary science lessons, and language lessons developed from stories of history, biography, or the natural world.

The school opens at 9 o'clock and closes at 1, with short intermissions for the gymnastic and other games of the Kindergarten, under the supervision of a teacher.

The school year will begin Oct. 6, 1890, and close June 12, 1891. For tuition, see page 133.

  
 .....  
 KINDERGARTEN.   
 .....  


LITTLE children have always been received in the Primary Department at the age when they were able to begin to learn to read; but in September, 1874, for very young children of both sexes, a Kindergarten was opened, from which, in due course, the pupils are promoted to higher Departments. In this Department is begun that harmonious development of opening minds on which so much of the success of subsequent education depends. It takes the child when three or four years old and cultivates its faculties in the order of nature: first, by presenting to its perceptive powers appropriate objects and teaching it to observe and discriminate their color, size, proportion, weight, &c.; by going on from this, to reason about them and their qualities, and to receive the lessons which a cultivated ingenuity can draw from them; by having even the child's plays so arranged as to further the same objects; and finally, by endeavors to aid its mother by causing it to receive lessons in the elements of morality, in good manners, and in the proper use of language, from a gentle and cultivated teacher, instead of the first lessons of a very different description which are too often learned from its attendants in the nursery.

The amount that may be learned in this way from a proper teacher, before the child can read a letter and before what has usually been considered the school age, would surprise one who has paid little attention to the subject. It is not, of course, book knowledge, but a general arousing of the intellectual and moral powers and directing them to their appropriate objects. The advantage gained by children from this system is very perceptible when they begin the usual course in the primary school; as they profit, by the instruction given, much more promptly and easily than children who have had no previous training of the sort, while their general happiness has been very much promoted in the process,

The pupils of this department enter the building by the door for young ladies, and occupy a sunny room warmed in part by an open fire.

A mother sometimes hesitates about sending her little one, from want of understanding the difference between a Kindergarten and a School. In such cases, if there is a vacancy, the child may try the Kindergarten until all the chairs are permanently engaged, with the privilege of withdrawing on the payment of three dollars a week. The room is always open to visitors.

The number of Kindergarten pupils is **limited to fourteen**, but there is also an advanced class in this department, intermediate between the Kindergarten and the Primary School, which is described on page 131. It is not intended to do the full regular work of a primary school; but to make the first steps in knowledge easy and pleasant, and to give an opportunity for "learning through doing," by devoting a portion of the time to the higher Kindergarten occupations.

The hours are from 9.30 to 12.30, except for the Intermediate Class, who come at 9 o'clock and stay till 1. For Calendar, see pages 7, 8; except that the Kindergarten usually omits the few occasional holidays mentioned in the note on page 7, on account of beginning later than the other departments.

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TUITION FOR 1890-91.

Below the Intermediate Class: \$75.00, from Oct. 6, 1890, to June 12, 1891, payable Dec. 1.

Intermediate Class, \$88.00 (see page 131).

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MISS LUCY WHEELLOCK, Kindergartner.  
MISS BLANCHE SEABURY, Assistant.

PUPILS  
IN  
KINDERGARTEN AND INTERMEDIATE CLASS.

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For list of pupils in the Upper Department, see page 34; and for Primary, see page 129.

Mary Frances Brooks,	William Thurlow Haskell,
Helen Prince Cushing,	Goldsborough Owen,
Helen Francis Clements,	John Ferry Reber,
Mildred Louise Dizer,	Leontine Arista Richardson,
Philip Dresser,	Irma Stahl,
Tucker Dudley,	Helen Howard Treworgy,
Herbert Livermore Haskell,	Elisa Marie Wirth.

## APPENDIX.\*

FOLLOWING are the prize lists for the two Field Days of the Chauncy-Hall Athletic Association. The contests were held at Beacon Park. See pages 121 and 14. The first two medals for running, in each list, were given by the School; the other medals, by the Association.

## MEDALS AWARDED NOV. 5, 1889.

*Quarter-mile run.*—ALBERT J. SARGENT.

*Quarter-mile run (small boys).*—RALPH A. RECKARD.

*One-hundred yards dash.*—ALBERT C. ALDRICH.

*One-hundred yards dash (small boys).*—ERNEST F. RUSS.

*Standing broad jump.*—EDWARD C. BRADLEE.

*Running high jump.*—WALTER C. DAGGETT.

*Hop, skip, and jump.*—WALTER C. DAGGETT.

*High kick.*—ALBERT C. ALDRICH.

*Base-ball throwing.*—ISAAC F. SNOW.

*One-mile bicycle-race.*—FREDERICK E. PARLIN.

*One-mile bicycle race (small boys).*—ARTHUR S. KNUDSEN.

*Tennis tournament (doubles).*— { LEAVITT W. BATES,  
FRANK R. CHAPMAN.

## MEDALS AWARDED MAY 3, 1890.

*Quarter-mile run.*—HARRY G. ALLEN.

*One-hundred-yards dash.*—JOSEPH B. SAUNDERS.

*One-hundred-yards dash (second prize).*—EDWARD C. BRADLEE.

*One-hundred-yards dash (small boys).*—WARD C. BURTON.

*Standing broad jump.*—WALTER C. DAGGETT.

*Three standing broad jumps.*—EDWARD C. BRADLEE.

*Running broad jump.*—WALTER C. DAGGETT.

*Running high jump.*—ALBERT C. ALDRICH.

*Running hop, skip, and jump.*—EDWARD MINK.

*Base-ball throwing.*—EDWARD MINK.

*Hurdle race.*—HAROLD A. FOSTER.

*One-mile bicycle-race.*—FREDERICK E. PARLIN.

\* As this Catalogue went to press earlier than the date of the spring Field Day, the complete lists are placed here.

# BOSTON UNIVERSITY.

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THIS was the *first University* in the United States to present in Theology, Law, and Medicine uniform graded courses of instruction covering three scholastic years, and to require in each case the full three years of study. Nevertheless, at times, the aggregate number of students in these departments has been *greater* than in any other American university maintaining the corresponding Faculties. It was also the first to open *four years' courses in Medicine*, and to re-establish the long lost Baccalaureate Degrees in Medicine and Surgery. One hundred FREE SCHOLARSHIPS have been established in the College of Liberal Arts. Each yields an annual income of one hundred dollars, which entirely covers the charge for tuition. Two FELLOWSHIPS, each yielding five hundred dollars a year, have also been established.

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School of Law,	10 Ashburton Place.
School of Medicine,	East Concord Street.
School of All Sciences, }	12 Somerset Street.
Post-Graduate Department.	

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“ Boston University has set before it at the outset of its career the highest educational aims of both hemispheres, and appears in the intellectual arena determined to be the most comprehensive and generous training-school for humanity in the world. German, English, and American experience and ideas are all drawn upon in the plan of its organization.”—*Atlantic Monthly*.

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“ The institution furnishes, at slight cost, the best possible instruction.”—*Harvard Advocate*.

“ Its success is surely extraordinary.”—*Boston Daily Advertiser*.

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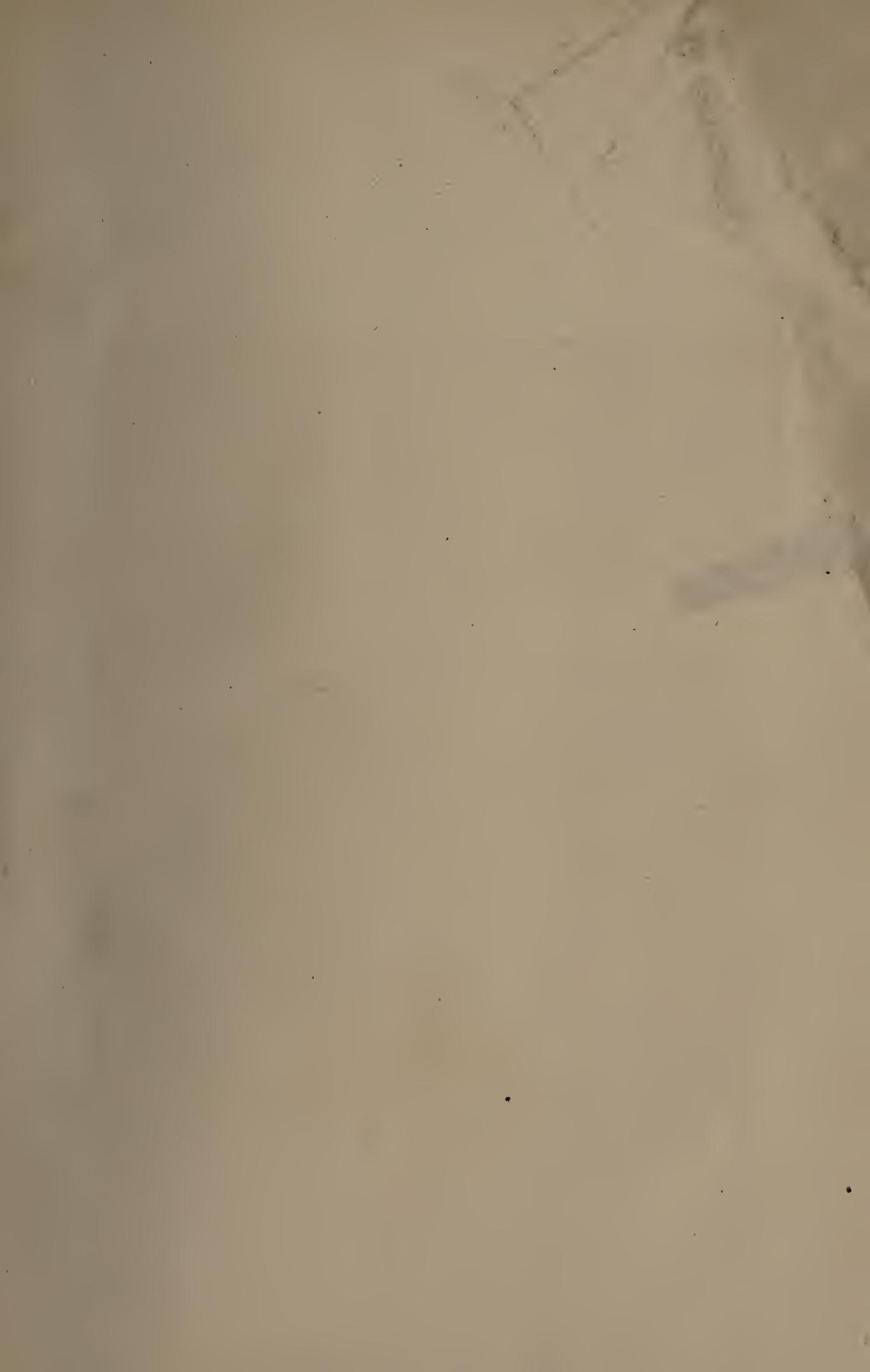
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With the Faculty of the School of All Sciences are associated the four Faculties of the National University at Athens and the four Faculties of the Royal University at Rome.

A copy of the YEAR BOOK of the University will be sent on receipt of twenty-five cents. Circulars of single departments sent free.

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(June, 1889, 20,000)

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